

PERSONAL COLUMN

Suddenly, competitiveness is all the rage. A statement from Mrs Carol Rowbotham, the IEA PE Inspector, that competitive team sports should not be played during school hours, appears to have rocked Fleet Street, played a major part in the Newcastle-under-Lyme by-election campaign, and initiated a stampede of political spokespersons of all colours falling over each other to disavow anti-competitive attitudes.

I have no doubt at all that Mrs Rowbotham's views were both known to and congenial to the politicians who appointed her and yet - a matter of months after that event - here they are visibly distancing themselves. "We have been tarred with this brush of not believing in competitive sport", complains the Labour Group press officer, and - hastily - an international pupils' Olympics is planned.

Most of the comment has extended the debate from the issue of sport to the wider ones concerning education as a whole and even the state of the British economy. I am sure this is right; but equally - because it is right - it deserves a rather more serious and considered discussion than it has had. In fact, I am sure that there is a very profound muddle in most British thinking on the subject of competition and competitiveness. It extends well beyond what is loosely termed the "loony left". I certainly don't exempt myself.

Let me give you two quotations. The first is taken from David Hargreaves' *The Challenge for the Comprehensive School*, itself a seminal influence on thinking about education in recent years. To illustrate the demoralization of pupils who fail, Hargreaves quotes the work of an American anthropologist, Jules Henry, who describes the familiar scene of one child being outsmarted by another in a classroom mental arithmetic lesson. Henry comments:

"This is the standard condition of the American elementary school... so often somebody's success has been thought at the cost of someone's failure. To a Zuni, Hopi, or Dakota Indian, (this) performance would seem cruel beyond belief, for competition, the wringing of success from somebody's failure, is a form of torture foreign to these non-



ANNE SOFER

Sporting chances

'Because "team spirit" evokes the public schools and the glories of empire, it has suffered guilt by association'

competitive redskins...

Much educational heart-searching has been going on - across the political lines - about the effect of failure. Wasn't that, after all, what Sir Keith Joseph's concern for the "bottom 40 per cent" and the replacement of "norm-referencing" with "criterion-referencing" was all about?

The second quotation is from a series of lectures which my father, Geoffrey Crowther, then editor of *The Economist*, gave on *The Wealth and Poverty of Nations* in California in 1956:

"I have noticed for years that competition is a blessed word here. In England it is a dirty word; it is never allowed out in public in England without some guardian adjective tied around it to proclaim its nature, like 'cutthroat' or 'excessive'. I don't know whether the intensity of the competitive spirit in the United States makes for happiness in the American people. I have my doubts about that... The point I am making is that whatever else competition might be good or bad for, it is certainly good for the production of wealth."

Read carefully, both these quotations are saying the same thing. In the long transition from a tribal to a modern industrial society competitiveness has become a crucial key - and, in human terms, we are not sure how to handle it.

Yet the introduction of competitiveness where it did not exist before is almost regarded as synonymous with progress. What else, after all, is the whole process of democratic election itself? "Where competition is not", wrote John Stuart Mill sonorously, "there monopoly is." The breaking down of aristocratic rights of patronage by the innovation of the competitive civil service examination was hailed as a triumph of social justice. But when competitive examinations were found to reinforce rather than cut across class barriers, thinking changed. A competitive atmosphere, it was concluded, did not help the disadvantaged.

Or did it? One of the most provocative articles I have read recently is by two black American academics, Jeff Howard and Ray Hammond, in last September's *New Republic*. Here is a key passage:

"Intellectual development is not a fixed asset that you either have or don't have... It is a process of expanding mental strength and reach. The development process is demanding. It requires time, discipline, intense effort. It almost always involves competition as well. Successful groups place high value on intellectual performance. They encourage the drive to excel and use competition to sharpen skills and stimulate development in each succeeding generation... Black people have proved to be very competitive at

some activities, particularly sports and entertainment. It is our sense, however, that many blacks consider intellectual competition to be inappropriate... The intellectual performance gap is one result of this retreat from competition."

But before we all rush headlong into the new competitiveness, two thoughts. First, surely the particular prejudice against competitive activity is precisely wrong. Because the phrase "team spirit" evokes British public schools and the glories of empire, it has suffered a most unfortunate guilt by association. In fact, many of its most parodied features are worth reflecting on: for instance the idea that individual glory can worthily be sacrificed for the benefit of the team, or that "sportingness" - that stringent code of conduct coexisting with keen competitiveness - is an important way of keeping the whole activity civilized.

And second, if we are to combine competitiveness with the comprehensive ideal then we need a rapid diversification of goals and prizes. In illustration, a final quotation from John Holt, the great guru of progressive theories of education.

"Some will say that we should not do anything in a class to encourage competition of any kind. To me this is foolish and unrealistic. Children are naturally and healthily competitive. They are interested in knowing who does things best, and they are all deeply interested in doing whatever they do today a little better than they did it yesterday... What is wrong with most schools is that we honour only a very few skills out of the great many that children possess..."

NEXT WEEK

Kenneth Baker at CLEA
The new Education Secretary's first major public meeting with the L.E.A.s

Through the network
David Peck and Roger Little say that adults trying to find their way back into the complex world of education and training need personal counselling now more than ever.

Essay, essay essay
What ever happened to the O level composition?

Educational Supplement

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Shut down church schools, says bishop

by Jill Sherman

Voluntary-aided church schools should be phased out, the Bishop of Durham said this week.

The Right Reverend David Jenkins told the Centre for the Study of Comprehensive Schools' conference in York: "Although I am committed in my own diocese to make the ones that exist run as well as they can, we must face up to our pluralistic society and dissolve them."

In response to questions from delegates, the bishop also said he felt that schools no longer needed a daily time of worship and that the 1944 Education Act - which prescribes it - was "inappropriate."

He added: "The requirement of a daily act of worship in every school everywhere is not appropriate in our present society - that is, if you assume worship is something that must have a specific religious basis."

Dr Jenkins urged teachers to question the whole purpose of comprehensive education rather than just respond to centralized circulars from people who had little contact with education at ground level.

He accused politicians of all persuasions of failing to accept that many of today's children would not get regular or long-term salaried employment. Qualifications should not be the be-all and end-all of education, he said.

"The purpose of education is to develop the community by enabling people to develop themselves," said Dr Jenkins. "We must find new ways of looking at things, new ways of enabling people to fit into society and to be themselves. At the heart of this is comprehensive education." Teachers should be directing their attention to helping people live together and work together as well as gaining skills.

Many children seemed to give up on education two years after leaving primary school. Even in the sixth form, children sitting for exams did not seem to know why they were doing it, he said.

Although he was committed to comprehensive education, the bishop said it would need to be rebuilt with new alliances between professionals, unions, parents and older children.

Mr Kenneth Baker, the Education Secretary, has made it clear that he would favour a system that would allow payments to be made for teachers of "merit" and as a way of attracting teachers of subjects such as maths and physics.

Mr John Pearman, leader of the employers' side, says that the proposal could mean pay increases, over the 10 year period, of up to 40 per cent for 150,000 lowest paid teachers.

The package which will be put to the

Employers to put main professional grade proposal at Acas negotiations

Bidding opens at 6 per cent more for this year

by Barry Hugill

A unified pay scale for all teachers bar probationers and heads and their deputies will be proposed by the local authorities at today's Acas meeting in Coventry. It is understood the package would add another 6 per cent to this year's pay bill.

Within the single pay scale it will be suggested that about 15 per cent of teachers should receive an additional responsibility allowance.

The new scale, which would be designated "main professional grade" would have between 10 and 12 incremental stages. A newly qualified teacher starting at the bottom of the MPG would within 10 years be earning, at current prices, about £14,000.

Local authority sources say that acceptance of the proposal would mean an additional 6 per cent pay increase for teachers on top of the 5.73 per cent they have already received on account.

All senior teachers and heads of department would be designated "principal teachers" and receive the responsibility allowance.

There are about 29,000 teachers on Scale 4. It is anticipated that between 30,000 and 60,000 teachers would receive the responsibility allowance.

A considerable number of Scale 3 teachers are now heads of department and they would automatically receive the allowance. But this would probably leave scope for L.E.A.s to make additional payments to teachers of shortage subjects.

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The package which will be put to the

teachers will cover teacher appraisal, contracts, conditions of service, pay structure and the negotiating machinery.

It was agreed at a meeting of the local authorities in London on Monday. No vote was taken and it is understood that there was little opposition to the package although there were a few dissenting voices.

It is not anticipated that final agreement will be reached at Coventry. Mr Pearman's hope is that broad agreement will be reached and that further discussions will be resumed in September.

He stressed that the agreement would have to cover the package as a whole. Teachers do not have the option of accepting the cash on offer but rejecting the accompanying contractual obligations.

Although Mr Pearman is optimistic that the teachers will accept the broad outlines of the agreement he is less confident that the Government will agree to fund it.

Mr Giles Radice, Labour's education spokesman, said this week that following discussions with Mr Pearman he was hopeful that a settlement was near. But he had doubts about Mr Baker's ability to win additional funding from the Treasury to finance it.

The local authority associations are to mount a joint campaign with the teachers, and parents, for increased spending on education. "We will only secure money by brute force, obviously, nice words won't work," said Mr Pearman.

Mr Baker carefully avoided commenting on the rumour that the package would cost £2.5 billion when he gave evidence to the Commons Select Committee on Education on Tuesday.

All he would say was that the Government's conditional offer of an extra £1.25 billion over four years still stood - but only in return for agreement on a clear statement of teachers' duties and a pay structure that rewarded better teachers.



Point duty: a pupil at the West London Tamil School waits for her prize at the speech day. Children from the 150-pupil school also took part in traditional Tamil songs, dances, plays and music. The school has run Saturday morning classes for the past eight years, based at Stanhope Middle School, Greenford, under the leadership of Dr Ratnam Nithiyannan.

Six high-spenders join list for rate-capping

Six inner city education authorities have been added to the list of high-spending councils that will have their rates limited by the Government next year, writes *Briddy Passmore*. They are Sheffield, Gateshead, North Tyneside and the London boroughs of Brent, Newham and Hounslow.

They join two L.E.A.s - Haringey and Newcastle - that have been reselected for "rate-capping", as well as the Inner London Education Authority, which is automatically included for the first three years of its new existence.

The IEA has been given a cash standstill budget of £315 million, described by Mr Kenneth Baker, the Education Secretary, as "a tough but achievable target".

Liverpool has been removed from the list because rate-capping decisions are based on authorities' budgets, and Liverpool's is below the danger-level. For those authorities that are not rate-capped, the proposed Rate Support Grant settlement for 1987-88 is relatively generous.

Mr Nicholas Ridley, the Environment Secretary, has raised his plans for local authority current spending next year by £2.9 million, to £25.2 billion, and raised the central government grant which supports it by £1.1 billion.

That reflects projected overspending of some £2 billion in the current year as well as allowing for a 3.75 per cent increase in spending to cover inflation between this year and next.

NOTICEBOARD

PEOPLE...

Mr Paul Strong, deputy head of Braham Community College, Devon, to be head of the William Farr CE comprehensive school, Welton, Lincolnshire.

Mr Brian Palmer to be principal of Bulmer College of Higher Education, Reading, on the retirement of Dr Harold Silver in September. He was previously acting principal.

Dr Michael Birchaneugh, former chief inspector of IEA and Bristol research fellow at Bristol University, to be visiting professor in the Open University's School of Education.

Mr Gordon Lammie to be director of the Open University's north-west region based in Manchester; and Ms Sheelagh Watts to be director of the south region based in Oxford.

CONFERENCES...

September 13
Children, parents and reading: Hillingdon NAPE conference at Newland Park Campus, Buckinghamshire. Speakers include Bernard Ashley, Liz Wainland, Mary Jane Drummond and Sheila McCune. Fee £27. Details from Roger Pinkerton, Reading junior school, Carlyn Road, Hayes UB4 0NR.

September 19-21
The challenge of continuing education Association for the University of the North and the North Eastern Association of Adult Education. Association conference at Streamside College, Easington.

Speakers include John Lowe, John Stoddart and Bob Fryer. Details from Dorothy Eggleston, EGSA, Room 208 Bryson House, Bedford Street, Belfast BT2 7FE.

September 25-26
Anorexic Family Aid conference on Help and Self-help: the recognition and care within the community of anorexia and bulimia nervosa, at the University of East Anglia, Norwich. Details from AFA, Saville Place, 44 Magdalen Street, Norwich, Norfolk NR3 1JE.

EVENTS...

Until July 26
Commonwealth Institute's Caribbean music village in Holland Park with informal concerts, workshops, a book and record stall and evening concerts in the Open Air Theatre. Details from the Public Relations Office, Commonwealth Institute, Kensington High Street, London W8 6NQ.

July 20-29 and July 30-August 8
Kent County Council is organizing activity adventure camps for 15 to 21-year-olds at the Swatenden Residential Centre, Cranbrook. Activities include sailing, tennis, squash, horse riding, climbing, dry skiing and photography. Fee £85. Details from Roger Pinkerton, Department (Youth Service), Springfield, Maidstone, Kent.

September 22
English Association open meeting for teachers on the GCSE at King's College, London. Details from the Secretary, The English Association, 1 Priory Gardens, Bedford Park, London W4 1TT.

COURSES...

September 12-14
National Association for Environmental Education and the European Communities Environmental Education Network course on Environmental Education - the European Dimension at the University of Birmingham. Details from Miss Joy Palmer, National Conference Officer, Martineau Environmental Studies Centre, 225 Bristol Road, Birmingham B5 7UB.

September 19-21
The problem child - needs and provision. Association of Workers for Maladjusted Children study course at Brighton Polytechnic. Speakers include Keith Topping, Robert Laslett, John Moore and Dick Woodgate. Details from Alex Mackey, 64 Buckingham Road, Brighton, East Sussex BN1 3RQ.

September 24-December 10
Health education - the role of the home economics teacher: one-day-a-week one-term course at Manchester Polytechnic. Details from Elizabeth Gaskell, Department of Home Economics, Hathersage Road, Manchester M13 0UA.

COMPETITIONS...

Schools Industry Prize
Prizes are offered to individuals or groups of secondary school pupils for the best project based on "A day in the life of a local industrial or commercial company". The closing date is November 7. Entry details

from the Secretary, Schools Industry Prize, 10 Storey's Gate, London SW1P 3JY. 01-222 1600.

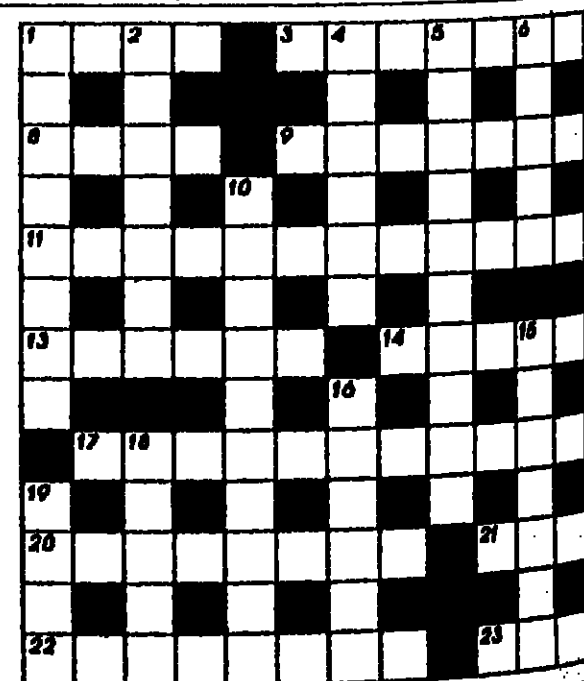
PUBLICATIONS...

Education for international understanding
Citizens of the World is the report of the first curriculum development working party of the Council for Education in World Citizenship, chaired by Professor Malcolm Stibbe. It is designed to help teachers develop education for international understanding in the secondary school classroom. 70p including postage from Seymour Mews House, Seymour Mews, London W1H 9PE.

Pre-school
On Course Together, published by the Southern Region Pre-School Playgroups Association, discusses ways in which parents can attend courses and training days with their children. It considers accommodation, equipment, helpers, finances and holding meetings. 50p including postage from Southern Region Pre-School Playgroups Association, St Mary's Centre, Chain Street, Reading RG1 2HX.

Adult Education
The Christian Churches and Adult Education a report prepared by the National Institute of Adult Continuing Education for the Christian Education for Adult Continuing Education examining current developments in research and practice in adult Christian education. £5 from NACE, 19B de Montfort Street, Leicester LE1 7GE.

No 263 CROSSWORD by Rudi



ACROSS

- 1 Many didn't drink after time (4)
- 3 Main source of strength for a nation (3,5)
- 8 Means of transport, sometimes sprung (4)
- 9 Crucial moment when nothing's on time (4,4)
- 11 High court judge (6,6)
- 13 Means to get letters of credit arranged (6)
- 14 Nodded mistakes in Latin (6)
- 17 Joined issue (7,5)
- 20 Cooler in the car, warmer in the house (8)

DOWN

- 1 Global degree of freedom (8)
- 2 The team won't be prepared to play without him (7)
- 4 Place that was helpful before getting public transport (6)
- 5 In a way property is wealth (10)
- 6 He wants a hand (5)
- 7 It's unusual to turn up right on time (4)
- 10 A well-supplied business, capital (3,7)
- 12 The killing of a people (5)
- 15 Is loose, perhaps, and remains so (6)
- 18 The objective of a Pope's message (5)
- 19 Professional on a sailing vessel (6)

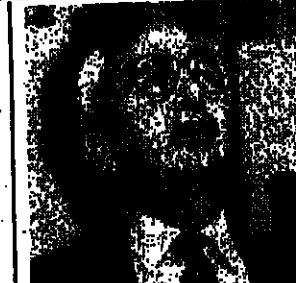
THIS WEEK

COMMENT
DIARY
PRIMARY
OVERSEAS NEWS
TALKERS/FEATURES
BOOKS/ARTS
RESOURCES/MEDIA
PERSONAL COLUMN
NOTICEBOARD AND
CROSSWORD

CLASSIFIED 27



Adult counselling gap: Platform page 4



College of the Air launched: page 10



Death of the essay: page 17



Baker at CLEA: page 7



History books: pages 18-20



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Don't shoot the pianist . . .

Why did Kenneth Baker devote a sizeable section of his Coventry talk (page 9) to the future of Burnham? With so much to worry about, it isn't obvious that this is the most important priority.

It seems that the DES is seriously concerned that the teachers and the local authorities may agree on a new negotiating body which excludes the DES, and try to hound the Government out of the way. Mr Baker has now indicated quite clearly that he intends to hang on to his seat at the negotiating table (if there is to be one).

This said, Mr Baker's position looks a bit more positive than Sir Keith's. Sir Keith, after all, abandoned Mark Carlisle's commitment to a new Burnham which embraced both salaries and conditions, and doused any glimmer of enthusiasm for reform by gloomily challenging all-comers to provide a copper-bottomed recipe for improvement. This negative line was still clearly to the fore in the DES paper to the AcaS talks. This suggested that any new negotiating mechanism would have to guarantee peaceful pay settlements at a price the Government could afford before it could count on the DES for support.

What is clear is that no machinery can guarantee peace. Nor can it (or should it) automatically deliver the teachers' acceptance of sub-standard salaries. For as long as anyone now teaching can remember, teachers' salaries have been, by common consent, too low. Houghton and Clegg represented short-lived attempts to catch up. Both failed because governments imposed their own pay policies which hid directly at public sector salaries. When people now say: "we must begin by looking for the causes of the present failure of Burnham", they list the absurd separation of salaries from conditions of service, and the unwieldy procedure under which Burnham operates. But these are secondary: the root cause is the refusal of successive governments to pay their whack; the imposition of wages policies which



unfairly discriminate against the public service; and the self-inflicted wounds which teachers suffer when in desperation they follow the militants down the road to direct action.

There are only a limited range of options for the replacement of Burnham. None can guarantee either decent salaries for teachers or trouble-free settlements. All would require legislation.

First, the present arrangements could remain unchanged. This is not really a runner; it hasn't been since the local authorities tore up the concordat which gave the DES representatives a weighted vote. But the DES could restore its vote by legislation and leave everything else unchanged.

Second, there could be a Burnham, refurbished in this way, which was empowered to take in also the terms and conditions of service.

Third, Burnham could be abolished and the Remuneration of Teachers Act repealed. The teachers and the authorities, jointly or severally, could make their own arrangements. This could well be what both sides would like to see emerging from the AcaS talks. It now stands out as the one solution

which is branded in advance as unacceptable to the Government.

Fourth, the Government could replace Burnham with a Pay Review Body for primary, secondary, further and higher education. A year or two ago such bodies were anathema to the Prime Minister. Now they look a bit more attractive as one of the classic ways of dealing with the pay of people whom the Government doesn't employ but for whom it bears all or much of the cost.

One thing is sure: if teachers salaries are referred to a review body it will only be a temporary expedient. Within a few years the arrangement would go sour, either because a review body proves too independent and gives the Government unwelcome answers, or too dependent and doesn't give teachers a square deal.

There is, of course, another possibility: finance teachers' salaries wholly through an Education Support Grant, leaving the local authorities as the employers, but giving them lump sums for teachers' salaries (according to some recondite formula) which still lets each decide how many teachers, of what kind, to employ. This would leave the way clear for salary negotiations between the teachers and the Government, without any *l.e.a.s.* intervention, but would not solve questions about terms and conditions.

The big snag is that it would not make agreement any more likely, nor would it inhibit action in pursuit of a dispute. In fact, it would probably make matters worse because the Government would be in the front-line of negotiation, and in such circumstances, Ministers make bad negotiators. Why nationalise trouble? This goes to the heart of the matter. The Government should try to distance itself from the negotiations. It should rely on the Rate Support Grant to discipline *l.e.a.s.* and be content to leave salaries to them and the teachers. After all, neither Ministers, nor their civil servants, know anything to speak of about running schools.

COMMENT

Reach for the air

The College of the Air is one of those concepts which has been around for a long time, but which needed the active engagement of Lord Young to give it a kick-start into life.

There is wide agreement that a large-scale and imaginative plan is needed to make adult training and retraining easily available on the required scale. Channel 4 bosses have been eager from the beginning to launch over the air-waves the sort of courses that were being piloted for the Open Tech. Now the chance has been seized to get all interested parties in broadcasting, industry and education together with the help of a little Government priming money, and the hope of a lot more for industry.

Very Lord Young. Very MSC. It is a safe bet that the College of the Air will be to the Open University as MSC projects are to more conventionally and carefully planned educational developments.

As with all projects bustling energetically under the Young/MSC aegis, the new scheme is strong on instant action, scope and vision, but weak on some quite fundamental strategic decisions as well as essential details of planning, follow-through and long-term finance.

Many questions remain to be answered or even, one suspects, considered, if the College of the Air is to achieve its admirable aim of scoping up potential trainees who the education system has so far failed to reach and - more important - delivering them at the other end with vocational qualifications with the de Ville stamp of approval.

The Open University may not be the

Government's favourite institution, but it is good news that it is collaborating in the new launch, and it will be even better if its matchless experience in distance learning is taken to heart.

Particular attention needs to be paid to the loneliness of the long-distance learner. It is one thing to have the enthusiasm to start on a course of study, quite another to maintain the self-discipline and motivation to follow it through to the end. The OU early established the need for the student to be able to identify with a recognizable organization, and the vital importance of solid back-up and reassurance from tutors, correspondence courses and summer schools.

Since College of the Air recruits are likely almost by definition to be those who have difficulty supplying their own study disciplines and skills, support from tutors will be even more essential if dropping in on courses via the television films is not to be followed swiftly by dropping out.

But tutorial back-up is one of the essential issues so far unaddressed. Presumably colleges of further and higher education can be expected to provide it where they collaborate in providing courses. How far will correspondence courses be considered an essential component? There are some ideas about how existing providers of correspondence courses might be drawn into the new enterprise, but no explicit plans yet, or much sign of serious thought as to the appropriateness of a correspondence course to the likely clientele. In many cases, a practical, locally-based course would promise greater chance of success.

But what guarantee is there that a student attracted in by the television or local radio element will find a local college or learning centre in on the scheme?

Nor is it yet clear how far industry will be prepared to fork out for centrally-run financing of the College

of the Air if the material cannot be targeted on particular national or local needs. Will there in the end prove to be room for a thousand flowers to bloom in the form of local entrepreneurial co-ops embracing colleges, businesses and film-makers?

The College of the Air, like the Open University before it, is a great though clouded vision. Now that it is launched, an enormous amount of work, coordination, experience and thought is going to have to be applied to make it into a working reality in the time-scale envisaged. And there is not much doubt that it will need more Government funding, and a greatly strengthened central administration, if it is to establish itself in the longer term. Unfortunately Lord Young's imagination excludes this, but his successor might take up the challenge.

Beaters beaten

A triumph for democracy, a victory for common sense, Mrs Thatcher's failure to cast her vote, wedding crowds in Parliament Square preventing MPs from responding to the division bell . . . ? Choose which comment or explanation you think best fits Tuesday's Commons decision on corporal punishment. By a single vote, MPs upheld the Lords' amendment to the Education Bill to end caning in maintained schools.

And a very good thing too. The "local school option", like the discarded proposal for lists of beatable and unbeatable pupils, was a nonsense which enjoyed no support from teachers who would have been obliged to operate it. Perhaps the 220 MPs (including the otherwise enlightened Secretary and Minister of State) thought they could vote for nonsense



because Strusbourgh was sure to take the decision out of their hands in the end.

Be that as it may, this vote will bring to an end the saga of centuries, which has made the begowned and mortar-boarded beak, swishing his supple cane, one of the more disgraceful archetypes of education throughout the English-speaking world. Future generations of boys and girls should thank the royal wedding crowds and Mrs Thatcher's dogged devotion to Mr Reagan's First Lady.

no comment

"Lee was not in school this morning, because we had a row about what he could or could not wear for non-uniform day."

Second opinion

Science teaching 5000 days on

The Government's consultative document *Action on Teacher Supply in mathematics, physics and technology* is an admirable summary of school very serious difficulties in finding enough well-qualified teachers.

It is short, well-written and presented, and gives a clear introduction to the scale of the problem; then to a collection of ideas on what might be done in the short term.

And there's the rub. In spite of the fact that it is to respond quickly and imaginatively to the current crisis, top priority must be to devise systems for teaching mathematics, physics and technology in the next century, now only some 5,000 days away.

I can accept the immediate need to patch the existing system, paying a little more here, fishing in less familiar pools for industrialists, mature ex-trainees and those with some taste for science at A level. Each new source may produce only a handful of suitable applicants, but if imaginative initiatives can be carried through with enough persistence and energy, the situation could be held stable or possibly even improved in the short term.

Of course, schools become once again enjoyable places to work, some of the 23,000 qualified teachers of mathematics and science agree to do what are not serving in schools are persuaded to sign up.

But the major weakness of the document seems to be that it doesn't really address the question of how science is to be taught in the long term and I am convinced that my grandchild will acquire their mathematics and scientific training in quite new ways.

There will be fewer graduates available for recruitment, more competition to compete for qualified scientists and maths graduates and a higher turnover of teachers of these subjects, but more secondary pupils needing tuition and additional demand for maths and science teachers to staff the new science curriculum. I simply don't believe that it will be possible to cope without the exploitation of new technology on a scale quite different from what is briefly hinted at in the paper.

I no longer see microcomputer software as teaching materials, self-reported study projects and interactive videos as useful extras which will marginally extend the power of existing teachers.

I believe that the impossibility of recruiting enough qualified mathematicians and scientists will eventually force us to develop self-taught distance learning packages which will enable pupils to learn an enormous amount of maths and science almost entirely by themselves. This might sometimes be at home and sometimes in special science centres partly equipped and staffed by local industry, centres which would employ many adults other than teachers who would work under highly-paid professional science teachers and advisers.

Everything will finally depend upon the quality of software and the interactive video programmes which will make up the heart of distance learning packages. My experience shows that commissioning and writing such material convinces me that a key requirement will be to recruit teachers and writers, film-makers and publishers very soon and to allow them sufficient time to work together.

So for the consultative document, it's a far analysis and art work and ideas for immediate action. And a strong plea for an equally hard look just over the horizon so that we are ready with a world-beating system of science education by the year 2000.

Bob Finch is CFS schools officer.

NEWS

Wedding traffic delays Tories and dumps caning clause

by Biddy Passmore

The decision finally to outlaw corporal punishment from state schools throughout Britain was reached more by luck than good management late on Tuesday night.

The Prime Minister's absence at an official dinner for Mrs Nancy Reagan and the problems of a dozen MPs with pre-wedding traffic in Parliament Square may well have been decisive in giving the abolitionists a majority of a single vote.

But one vote is enough. As a result, from mid-August 1987, teachers who beat, twist, cane or slap a state-sponsored pupil in any part of the United Kingdom will be open to civil proceedings for battery.

Opposition MPs were on a three-line whip to vote for abolition but the Tories had a free vote. Thirty-five of them rejected pleas from Mr Kenneth Baker and Mr Chris Patten, Education Minister of State, to leave the decision to individual schools and voted to bring practice in the UK in line with the rest of Europe.

Although ministers had urged a different course, the decision actually came in the same week that they had been wriggling since 1982, when the European Court of Human Rights decreed that parents' objections to corporal punishment must be respected.

The decision was greeted with ecstasy by STOPP, the anti-caning pressure group, and welcomed by teaching unions.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said that, given the European judgment, abolition was the only sensible course, although his membership would ideally have preferred the matter to be decided by the school.

teachers' salaries, and to seek outside funds; and

● A right for parents to send their children to any school prepared to accept them.

The authors, who include Mr Michael Forsyth, MP for Striding, also say that parents and teachers should be given a part to start up a school in rented premises if they have a minimum of 28 pupils.

The pamphlet was watered down after representations from Mr Kenneth Baker, the Education Secretary. Mr Tony Kerpel, his special adviser, and Mr Chris Patten, Education Minister of State, had pointed out that some of the group's criticisms of the state education system could have been considered as critical of the Government. And some "fairly intemperate remarks" about officials and teachers

Mr Peter Dawson, general secretary of the Professional Association of Teachers, said the decision was "helpful" because schools would no longer be in the position of wondering what was legal and what was not.

Mr David Hart, general secretary of the National Association of Head Teachers, welcomed the decision but warned it would pose problems for the heads of independent schools.

"They now have a two-tier system in that they will not be able to administer corporal punishment to their Assisted Places Scheme children," he said.

Corporal punishment was the only major aspect of the Education Bill to be settled on Tuesday night. Ministers had to agree to call a halt to the Report Stage in the face of Opposition threats to delay the proceedings so long that Wednesday's business would have been lost, and with it the Government's Social Security Bill.

That means the Report Stage will resume in October when MPs will have to vote on such matters as sex education and political bias before the Bill returns to the Lords. The delay raises the possibility that the Government might insert further amendments, such as the extension of specific grants, on which a decision has been delayed by the Cabinet.

The vote to end caning followed a three and a half hour debate on an amendment by Mr James Pawsey, Tory MP for Rugby and Kenilworth, that would have removed the abolition clause inserted by the House of Lords. It also came in the same week that the mother of a 13-year-old pupil at Friern Barnet Grammar School, an independent school in North London, claimed that her son had been caned by his headmaster for failing to get adequate exam results.

Right wing unveils reform package

The radical Right's alternative to vouchers is put forward in a pamphlet published today by 13 Conservative MPs.

The pamphlet, *Save Our Schools*, proposes three reforms which, it says, could transform the school system into one genuinely responsive to the needs and concerns of parents and could produce "an immediate and sustained improvement" in quality.

They are:

● The creation of independent school boards, dominated by parents, who would appoint the headteacher and staff on fixed term contracts and be legally responsible for the administration and policy of the school;

● Direct funding of schools by the DES, on the basis of the number of pupils enrolled, with schools free to spend the grant as they wished, to fix

have also been toned down.

The group's main proposals, however, have not been changed. They are essentially a fleshing out of earlier plans set out in the group's pamphlet *No Turning Back*, last November. Mrs Thatcher summoned the MPs to express an interest in their plans and asked them to work out more details.

The authors reject large scale extension of the Assisted Places Scheme and the implementation of a full voucher scheme. Even an expanded APS could only affect a minority of children, they point out, and vouchers have serious political weaknesses, mainly because of the sudden upheaval they would cause.

However, the complete decentralization of teachers' salaries and virtual disbandment of *l.e.a.s.* as proposed by the group would appear to herald almost as much instability.

Labour captures shire counties throne

by Barry Huggill

the ACC with 70 members to Labour's 59 and 32 of the Alliance.

Labour has indicated that it now intends to capture the chairmanship of all the ACC committees and has ruled out any "deals" with the Alliance.

Mr Andrew Stunnett, the Liberal leader on the ACC, says that chairmanships should be distributed proportionally. He says that in some cases the Alliance will vote for independent councillors to prevent either Labour or

Labour has taken over the leadership of the Association of County Councils with the election as chairman of Mr John Allison, leader of West Glamorgan County Council.

It is only the second time in the 97 years of the association's existence that the Conservatives have not held the position.

Mr Allison was elected with Alliance support. The Conservatives, however, remain the largest group on

Conservatives from taking all of the chairmanships.

This could mean that Mr Arthur Harries, the independent from Dyfed, will retain his chairmanship of the education committee when it meets in September.

He will face a strong challenge from Mrs Josie Farrington, Labour's education spokeswoman and deputy leader on the ACC.

Unions seek cash boost for sport

by Geraldine Hackett

The teacher unions and the Central Council for Physical Recreation are calling for Government action to bolster competitive sports in state schools, and have drawn up a list of measures they want to discuss with the Education Secretary, Mr Kenneth Baker.

The problem for schools, say the unions, is a combination of a lack of resources and a decline in out-of-school sport because of teachers' pay grievances.

Mr David Hart, general secretary of the National Association of Head Teachers, said: "We reject entirely the claims that have been flying around about the alleged anti-competitiveness of state schools. Such claims are fundamentally untrue."

But while the unions agree that the Government should be pressed to provide funds for more facilities and greater community use of schools, they are divided over whether teachers should be paid directly for extracurricular activities.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, stressed at a meeting this week of the unions and the CCPR that his union wanted to see an end to the voluntary approach to activities outside school hours.

He said: "The days when sports activities out-of-school were undertaken voluntarily are over. Teachers will return to such activities if contracts provide they are paid for the hours - or more teachers are employed to cover such activities."

The other unions at the meeting, the National Union of Teachers and the Professional Association of Teachers, favoured paying teachers a professional rate. Once adequately paid, teachers would be willing to give more time to organizing teams out of school hours.

The agreed measures to be put to the Education Secretary are:

- Contracts which would encourage teachers to take part in out-of-school activities;
- Incentives to bring schools and local sports clubs closer together;
- A system in schools for identifying sporting talent, which could be channelled into local clubs.

The CCPR and the unions are also concerned at the Government-backed drive to sell off acres of school playing fields.



Nigel de Gruchy

Professional Association of Teachers NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/86 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

PAT has shown it is possible to advance teachers' interests without harming pupils' education.

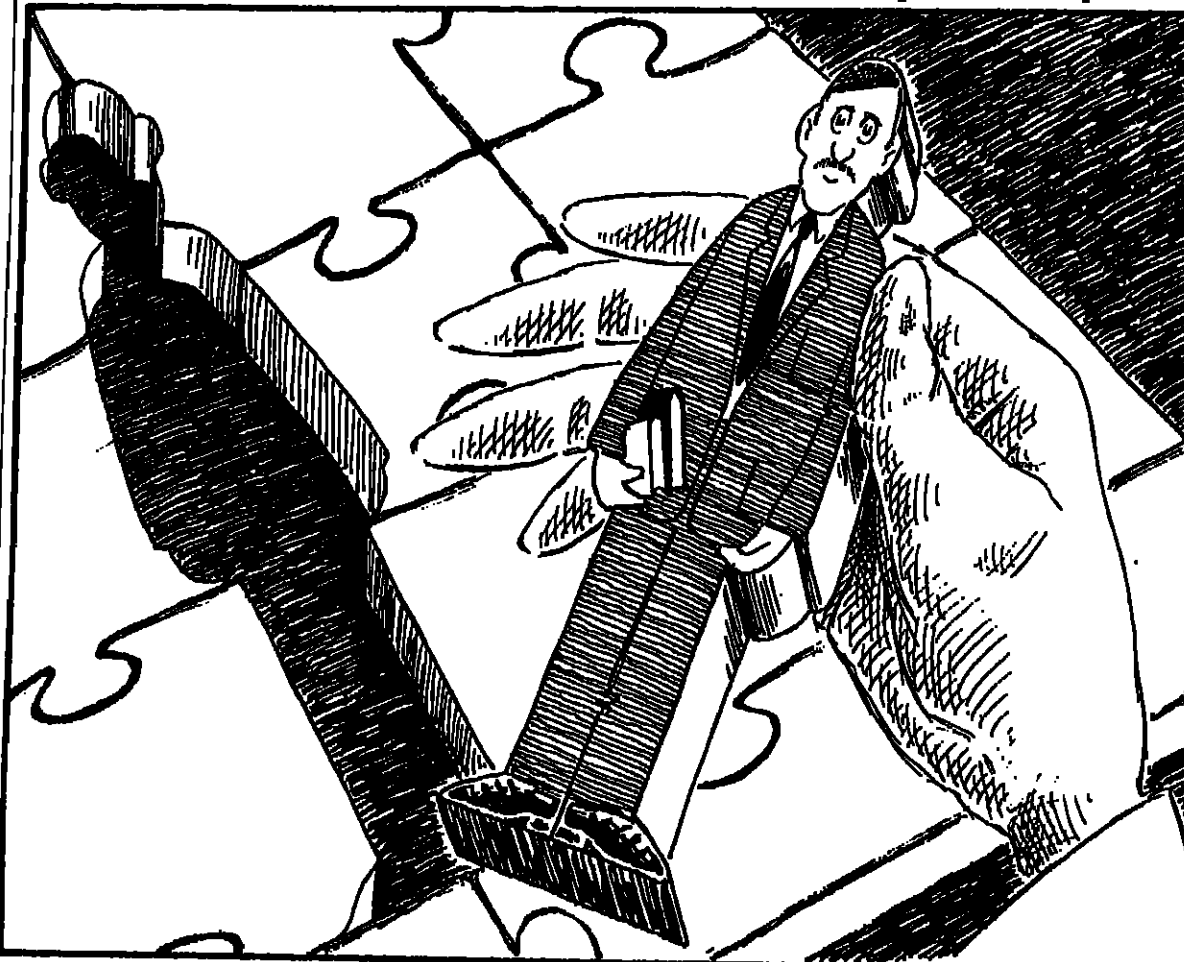
PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors. If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers
FREEPOST
Department EW
89 Friar Gate
Derby DE1 9BR

(9757)

Gap in the jigsaw

David Peck and Roger Little argue that adults in search of education or training need personal counselling to help them find their place in the picture



The various elements of the programme, demonstrate the need for partnership and the dangers of the single agency approach. That it should be so indicates how much remains to be done to gain a full understanding of the public need and how meaning can be sacrificed in the interests of marketing. Furthermore, the gap between understanding need and ways of meeting it appropriately will not be bridged by expensive information systems alone. The authors of *The Challenge of Change* are rightly apprehensive that the policymakers may be overwhelmed by new technology. Despite another UDACE report *Information and Technology in Educational Guidance* the MSC has already generously funded an extensive pilot in the so called TAPS (Training Access Points)

project. This unfortunate acronym refers to a system aimed at keeping basic information on all training places and courses up to date and widely available via visual display unit - an impossible dream? In this, as in so much else, the policy seems to be to emulate our hitherto nosed economic competitors overseas. But while it makes passing reference to some sort of "counselling" resources it fails to realize just how sophisticated are the range of guidance and counselling services, highly regarded and sought after by the public, in many of the countries so admired. Some assurance could be drawn from the words used by George Walden, Parliamentary Under Secretary of State at the DES, when he cautioned the UDACE conference

that "we must avoid the danger of de-humanizing counselling and we must take full account of the long experience of the careers service in using computerized systems like Leicestershire Cascade - the need of some individuals for personal guidance can be increased by the range of information they receive." Without doubt the UDACE report's support for "networking" and co-operation is far superior to any single agency approach. Their position on resources is positive yet restrained. The sums required are modest in the overall context of current expenditure on education and training and the comparisons with the UK's relative lack of investment have already been well made. The return, in both social and economic terms, from having the people in the right place could be outstrip the investment needed to involve a range of public services working together with adults seeking to improve or find their position in the employment market.

Within the networks envisaged by agencies are identified: the provision of learning opportunities (public, private and voluntary); the careers service; the library service and educational guidance services for adults (where these exist). The local education authority is locally identified as the focal point for initiating the network. The major national structural addition to the pattern is the creation of a national educational guidance unit within the Department of Education and Science which would, among other things, provide a forum at regional level for the agencies concerned including the MSC.

Naturally, the careers service sees itself as the local agency best able to carry out the local education authority's responsibility for co-ordinating training, and negotiating with institutions and agencies and co-operating with a range of organizations, members of the council. The council does get involved in the debate about education spending and the effect on the provision of education material, but Mr Davies sees his job as the provider of information that others can draw interpretations from.

"Parliamentary candidates have to do a job. I don't think my selection will have any impact on what I do here. I work with people from all political parties and I don't make political statements," he said. And while he believes that demographic changes in Finchley, combined with the unpopularity of the Government, may well deliver him the seat, he is not politically ambitious enough at the moment to think in terms of looking for a safer Labour seat in future years.

Should he lose Finchley, and it would take a 12 per cent swing from the Conservatives on the 1983 result, he will continue his career in education publishing. "I am standing out of an interest in the local community. I can't see myself trailing around looking for a seat in other areas," he said.

Mr Davies has lived in Finchley for nine years, moving there when he took the job with the Educational Publishers' Council. Before that he had been active in local Labour politics in Newcastle-upon-Tyne, where he was employed as a librarian for the city's education service.

David Peck and Roger Little are principal careers officers for Shropshire and Hereford and Worcester respectively but the views expressed in this article are their own and not necessarily those of their L.E.A.s.

Both the Prime Minister and Kenneth Baker will be facing opponents from the world of education at the next election. Geraldine Hackett and Richard Garner meet the men who will be taking on the Labour mantle against them at the polls

Turning the tide in Finchley

Mr John Davies, director of the Educational Publishers' Council, is optimistic about his chances of becoming a Labour MP at the next election, even though his success depends upon defeating Mrs Thatcher.

The switch to representing the people of Finchley would, he feels, require the same sort of skills needed in his present job as the voice of the education publishing industry.

He has been a Labour councillor in Barnet for the past four years and he sees no reason why a more prominent political role should prompt any response from the publishers who are members of the council. The council does get involved in the debate about education spending and the effect on the provision of education material, but Mr Davies sees his job as the provider of information that others can draw interpretations from.

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John Davies: providing information

He joined the Labour Party after leaving university, but he was, he says, a radical left-winger during his days at Oxford. He went on to do a PhD in education and took an active part in the political debating forum of the Oxford Union. He was the union's treasurer, secretary and librarian and ran unsuccessfully for the presidency. The decision to sign up with the Labour Party was a break from family tradition. He describes his family as radical Welsh Liberals.

"It seemed to me that there was a direct choice between Conservatives and Socialists. The in-between parties didn't appeal to me. I chose a party that seeks to ameliorate the conditions of the worst off, rather than a system that favours those who are already well off," he said. From university, he moved to Montgomeryshire, where he ran the schools' library service. While he was there he was a Young Socialist delegate to the

Liberal Alliance 18 per cent. "On the strength of the results of the local election, of the Labour Party nationally has added Finchley to its list of key marginals," said Mr Davies.

Even so, Mr Davies is confronting a 1983 majority of 9,000 for Mrs Thatcher. But he reckons the tide of social change is in his favour. The influx into Finchley tends to be younger, more radical people who are first-time home buyers. Around 20 per cent of the electorate is black or from ethnic minorities. The more solid Conservative vote is drifting further north to areas such as High Barnet and Tottenham.

The demographic change, plus the unpopularity of the Prime Minister, could bring about a Labour victory, says Mr Davies. The local Labour Party is strong in numbers - a membership of more than 1,000 and well-organized. Though as membership secretary he doesn't claim the credit, the membership has doubled while he has had the job.

On Barnet council, he acts as the whip for the Labour group, as well as being a member of the education committee, the schools sub-committee, the libraries and arts and the housing committee.

Council politics can be frustrating, he admits, as the Conservatives have the votes to win the major issues. "You can move them on certain things and you can do a lot for the individuals you represent," he said.

If he does become an MP, his contribution is likely to be, though not solely, in the field of education. The biggest problem, he believes, is the shortage of resources.

If he doesn't get there, he will be happy to remain the director of the Educational Publishers' Council. "I'm not desperate to get into the House," he says, philosophically. But that doesn't mean he isn't determined to make sure that Mrs Thatcher will have a problem on her hands to win Finchley at the next election.

'I am standing out of interest in the local community'

and Labour has 18 - but nine of Finchley's 15 council seats are now Labour.

Mr Davies was particularly heartened by May's council results - in Finchley constituency, Labour polled 41 per cent of the votes, the Conserva-

Country boy on a tough rural ride

The Labour Party has ensured that Kenneth Baker will not be able to escape from his education portfolio when he goes round the hustings at the next general election.

It has chosen a 37-year-old teacher as its candidate to oppose him in its territory not noted for its socialist fervour - the Mole Valley in Surrey.

"The party was clearly looking for a teacher," said Chris King, at present senior teacher at Walworth school, Southwark, in charge of the inner London comprehensive's 400-pupil lower school. "Kenneth Baker is the attraction in the constituency to me."

"He is presiding over a continuing deterioration of the education service at the same time as he is portraying himself as a believer in improving standards of education. I think that contradiction needs to be exposed."

He ought to see the value of properly-funded state education himself - he is a former grammar school pupil.

In gathering ammunition to fight the Education Secretary, Mr King will be able to tap some unusual sources. His Tory opponent is a graduate of Magdalen College, Oxford, and Mr King has found that three officers of Islington council - where he serves as a councillor - also come from the same stock and at least one was a contemporary of his. "Baker is a bridge player - apparently," he said knowledgeably.

Mr King has been active in politics for years - first becoming interested at the age of 13 when his parents lived near Aldermaston and he joined the fledgling Campaign for Nuclear Disarmament.

He is a member of the National Union of Teachers and was active in it until the pressure of his Labour Party

commitments forced him to decide that union activities should take a back seat.

However, he was active in the union at the time of the William Tyndale affair - the primary school in north London whose revolutionary teaching methods led to an inquiry in the mid-1970s.

"That's really when I fell out with the hard Left in the NUT," he said. "The authority wanted to inspect the school and they were going to refuse an inspection. I felt schools must be

'There are islands of poverty in a sea of affluence in Tory Surrey'

accountable - both to the authority and to their governors."

Since those days, Mr King has been active in the Labour Party in Islington - serving on the council for seven years between 1975 and 1982. He then took a break until he was re-elected in May this year, and now serves as the Labour group's chief whip.

Trapping the streets of Leatherhead and Dorking and Surrey's rural hinterland will, however, be a very different experience for him from campaigning in the capital.

However, he is no stranger to the rural environment, having lived in a small Hampshire village during some of his formative years and going on to grammar school in Basingstoke.

"There's rural poverty, too," he said. "People living on very limited

incomes with limited hopes and aspirations - islands of poverty in a sea of affluence in Tory Surrey."

"We were brought up in rural poverty. My father was a baker - with a small 'b' - and we lived in a tin bungalow by the River Kennet - one hand pump outside and one inside."

While education will be a key issue in the general election campaign, Mr King is well aware it won't be the only one. "This government has increased the level of insecurity in the minds of people to a point where it has become dangerous," he said.

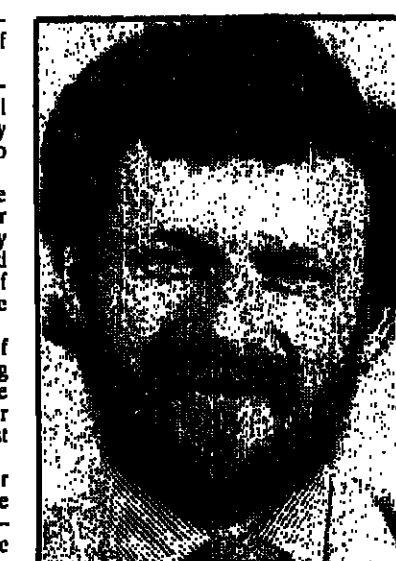
"It doesn't matter who you are, if you're poor, the Government's trying to take away social security, if you're ill, well off, you're worried about your mortgage repayments and interest rates."

"You're worried about where your children are going to live and if you're going to get a job and - if you're old - can you rely on the bus service to take you to the shops?"

"There's a growing insecurity in small ways in the minds of the majority of people in this country - increasingly, even elements of the business community are not at all happy. They're as terrified of unfettered Thatcherism as anybody else."

"This government is in the business of frightening people and has also claimed a monopoly on morality. It's a con trick and it's going to be exposed."

He is worried about aspects of the new Education Bill currently going through Parliament. "There's an increasing willingness to interfere - directly through legislation - in the curriculum," he said. "For instance, the sex education clause and so on are going to make teachers' jobs harder and stifle innovation."



Chris King: gathering ammunition

"It's going to cause staff to be more uncertain about what they're doing at a time when they're already uncertain and absolutely convinced that society doesn't value them enough."

It would take a major landslide for Labour to take the seat at the next election and at present the party has its work cut out to secure second place. The Liberals, who will be contesting the seat for the Alliance, are confident of doing well in Mole Valley and building on their respectable second place in the last election.

However, at least Labour has ensured as a start that it has a candidate who can spar with Kenneth Baker in his own corner.

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Ladies waiting

Two grand dames of the education scene, Nicky Harrison, ex-leader of Burnham, and Nan Whitbread, former president of the college lecturers' union, NATFHE, were to be seen deep in conversation at last week's Council of Local Education Authorities

conferences in Coventry. What were they talking about? Life at their local social security office, actually. Mrs Harrison - who recently removed herself from the joys of both Harrogate Labour politics and teachers' pay negotiations - has been signing on at her local office in north London. She said this week her talents were "numerosus" and "various" and that she would consider any job offered. Now there's a challenge. As for Ms Whitbread, she patronises the more rural premises in Market Harborough, Leicestershire. Last summer, the start of her year as the first woman president of NATFHE coincided with the premature end of her career at Leicester Polytechnic. She was "Crombied" out of her lecturership in primary teacher education, one of the last victims of the 1982 wave of closures. Now, such are the wondrous ways of higher education planning that she may get a part-time job in teacher education next year. . . . at Leicester University.

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Humane race

Competitive sport is now back in fashion. But there is more than one way of winning a race. As Peter Newman, chairman of the Commission for Racial Equality, recently revealed, he had been watching an egg-and-spoon race at a school in north Cornwall. "Over the recently cut hay field the children raced," he said. "There was much cheering and encouragement. In the midst of it all, an elderly lady teacher was to be seen galloping alongside a rather overweight boy. Go on," she shouted, "keep going. I only hope you do, I found myself thinking, but the teacher made it to the finishing tape. 'Well done, John,' she gasped as she beamed at the puffing youth. Now it happened that John had lumbered in last by quite a long way; but you should have seen the smile he gave her back."

Branching out

Barely a day goes by without a press release from Staffordshire County Council thudding onto the news desk of *The TES*. (A recent example: "County backs bigger pumpkins")

"The county public relations office has quadrupled its press output over the last three years," it announced recently, "generating enough outtings to wallpaper an average house each year." All this may be encouraging news for Staffordshire houses but it prompts serious concern about the county's stock of trees.

Acronym

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Dirty boys fail to clean up their act

by Lindsey Darking

Girls are much cleaner than boys, a Health Education Council study has found.

University of Exeter researchers discovered that girls take more baths and showers, wash their hands more frequently after using the lavatory, and clean their teeth more often than boys. Boys are less likely than girls to use deodorant regularly, and wash their hair less often.

The research, which involved more than 1,000 14 to 15-year-olds in 13 comprehensive schools nationally, was based on a detailed health questionnaire, and confirmed other popular stereotypes of sex differences.

Girls were more conscientious, spending more time on homework than boys, and said they were less

confident than boys when meeting new people. They were more likely to discuss problems with their friends or mothers, whereas boys were more reserved about communicating problems to others.

More females smoked than males, in line with adult trends, although girls tended to indulge less heavily than boys.

Friends and parents were the main sources of information on sexual matters, while teachers rated low in this category, particularly among girls.

Further information about the study can be obtained from the Secretary, HEC Schools Health Education Unit, School of Education, University of Exeter, Haverhill Road, Exeter EX1 2LU.

New CNA music diploma

The Council for National Academic Awards has agreed to establish a new award of graduate diploma in music,

which will be broadly equivalent to an unclassified degree, but with particular emphasis on performance skills.



New panelist: Mr Peter Edmondson, deputy chief education officer in Calderdale, is among four "man-in-the-street" panelists picked by the BBC to join the Radio Four *Any Questions?* programme, following auditions at Broadcasting House. The programme producers felt he would have an instant opinion on all kinds of topics. Mr Edmondson previously starred as a radio quizmaster at the last North of England Conference.

Single-sex colleges review

by Hilary Wilce

The European Commission has agreed to allow the five remaining single-sex Oxford and Cambridge colleges to continue in their present form while it considers evidence of the position of women academics there.

The Commission had been threatening the British Government with infringement procedures because, it said, the colleges were contravening equal opportunities employment policies.

However, the arguments of the colleges, which were taken to Brussels by representatives of the Department of Education and Science, that the single-sex status helped to protect promotion opportunities for women, appear to have convinced the Commission.

Only about 400 of the universities' 3,000 dons are women. Now the Commission has asked for more information.

Mr George Walden, higher education minister, said: "We have established a firm, commonsense approach in our discussions with the Commission."

NEWS

Geraldine Hackett looks at how Liverpool's new community schools have come through their first year of reorganization

Budget crisis slows down open school plan

In the final days of the summer term, some of Liverpool's secondary schools have run out of white paper. The city's budget crisis has reduced schools' allowances for materials and they will not know until September what their allocations will be for the rest of the year.

A lack of resources on such a scale has inevitably hampered the education service's attempts to open up the city's secular secondary schools (almost half of the city's schools are Roman Catholic) to the community.

Secondary schools were reorganized last year to take account of falling rolls and designated community schools. The intention was that the pupils would go to the secondary school in their neighbourhood (though there was a policy for exemption) and the schools would also become a base and a service to their local adult community.

Ms Lynn Jenkinson, the city's assistant director of education, says progress is being made in the direction of creating community schools, but she admits the pace is slow.

Each school has a parent support coordinator and an adult centre. But the authority has not been able to appoint deputy heads with special responsibility for community education or provide the resources to make schools a community asset.

In the last year, Mr Peter Fowler, head of University comprehensive schools, has had to mould three different schools into one. University is a combination of Paddington, a school on the edge of Toxteth with an unfavourable reputation, the mechanics' institute, a boys' school, and its sister girls' school.

The intake from the two single-sex schools was from different parts of the city, rather than local primary schools. The school is open for adult education classes two nights a week and a community service volunteer has got a

number of community projects off the ground.

The community aspects of the school will develop, Mr Fowler said. Next year's programme will see an expansion of adult courses and more courses during the day. But, as yet, the community does not look on the school as an important local resource.

Ms Pauline Walters, the CSV volunteer attached to the school, has had to work hard to build up trust with adults in the neighbourhood. A group of elderly women, who helped to create an oral history project, were at first reluctant to be visited at home by pupils from the school.

Mr Bob Mander, head of Clubmoor School, and convenor of the Secondary Heads Association, says heads do not doubt the authority's willingness to develop community education, the problem lies with the city's financial situation.

"Schools were designated as community schools; it hasn't happened yet, but we believe the commitment is there," he said.

The city does have two long-standing community schools, Netherley and Shorefields. Netherley school is open 50 weeks a year from 8.30 am to 10.30 pm, seven days a week.

"The idea is to work with local people and provide an agency that serves them, not one that organizes them," said Ms Jenkinson.

Adults attend school classes to both O and A levels and to learn languages. There are also classes in basic literacy and numeracy.

"The decision to designate schools as community schools was an attempt to provide more educational opportunities for adults, both formally and informally."

"The city doesn't have a budget or the resources to do that. But some progress is being made," said Ms Jenkinson.



Students from 99 different countries are now studying at Essex University. The university has the highest proportion of overseas students of any university in the country - 700 out of a student population of 3,000. The countries range from Algeria to Zambia, and most are represented here with Dr Albert Sloman, the vice-chancellor.

NUT Left urged to rethink sanctions

by James Melkie

Left-wing teachers have been urged to campaign for a change of tactics to future industrial action by the National Union of Teachers.

Some long-term sanctions - such as boycotting consultation and parents' meetings and operating blanket "no cover" for absent colleagues - have been criticised, argues an article in *Education for Tomorrow*, a magazine aimed at the Broad Left within the NUT.

The author, identified only as "Observer", says a review is necessary because of disgruntlement among members over some forms of action and the difficulty in maintaining public and parental support.

The writer says it is "no good whining" about how local authorities should provide cover for in-service training. Teachers in membership strongholds of the National Association of Schoolmasters/Union of Women Teachers or Assistant Masters and Mistresses' Association "will have better promotion and development prospects than NUT members."

"Observer" adds that the establishment of democratically-elected staff meetings and consultative meetings has been won by a determined fight.

Yet boycotts during industrial action can now lead to important decisions for staff, such as the allocation of resources and timetables, being dealt with by breaking union guidelines and having staff meetings outside school hours, by excluding children, by taking unofficial action or by the head imposing decisions without consultation.

The article also suggests that teachers should cover for absent colleagues on in-service training, which does not automatically entitle a school to receive supply staff, or for other reasons such as meetings with head managers, building societies, or their own children's teachers.

Long-term boycotts on outside activities, including clubs, school journeys, and meetings with parents are also dangerous.

Spokesman turns to ponder wheels and deals

After the Tebbit bike comes the Baker wheel. It appeared, complete with hub, rim and spokes, in the course of the Secretary of State's speech last Friday afternoon.

He may soon wish that he had never mentioned it. It won't be long before someone suggests he spin his - preferably into outer darkness. Militant teachers will point out that wheels need lubrication and demand a strike for oil.

If the Aesop tale breaks down, he will be accused of putting his spoke in. And what have wheels to do with education? They prove the truth of Mr Baker's assertion that he is not a

centralist. He told the conference that so often that no one believed him and the wheel was called upon in his defence.

Wheels are round. In the middle is a hub connected by spokes to a rim. He is the hub. At the rim are the people who count - parents, governors, the business community and perhaps heads. The spokes are presumably teachers, pupils, and local education authorities.

Mr Baker says that he wants decisions to be taken at the rim rather than the hub - ergo, he cannot be a centralist. DES sources say that the wheel is a

Baker invention. The rest of the speech they wrote.

It was a creditable performance - 34 minutes' reading from a script with no obvious nervousness. Only one good joke but a competent handling of questions. Polite applause on arrival, polite applause on departure, handshakes all round.

Delegates only made nasty comments after he had gone - which is more than they did for poor Sir Keith.

The conference was a relaxed occasion, what the Americans call "laid back," with even the IEA delegation on its best behaviour.

At other conferences, they have done

terrible things to rules who make comments like "and haven't the girls done well?" Yet they let the CLEA offender off with the mildest of heckling - so mild that it might have been coughing.

Star of the show was CLEA vice-chairman, the independent councillor from Wales, Mr Arthur Harries. He brings to the art of chairmanship a refreshing disdain for the niceties of constitutional procedures.

Asked to repeat for the benefit of delegates an amendment moved from the floor, he offered a potted version with an additional "or something like that."

Baker sounds the death knell for Burnham

Abolition of the Burnham Committee, increased use of specific DES grants and more control over budgets for heads and governors were the main theme of Mr Kenneth Baker's first major speech to an education gathering.

Questioned afterwards, the minister was vague as to the timetable for the abolition of the pay negotiating body and refused to speculate on what would replace Burnham.

Asked whether he would favour an independent pay review body of the type set up for nurses, doctors and the armed forces, Mr Baker said: "It is a possibility."

DES sources say that the options open to the Government have yet to be worked out in detail. They think it unlikely that Mr Baker will favour a collective bargaining system similar to that operating in Scotland.

Mr Baker insisted that whatever replaced Burnham must "actively involve" central government, which provided the money.

The major criteria for a new body would be that it would prevent industrial action and "produce settlements on pay and conditions of service which

take into account what national and local economies can afford."

Denying that he was a "centralist", Mr Baker explained his enthusiasm for specific grants.

"The 1944 Act laid the foundations of the post-war partnership in education. It is relevant that the Act assumed that central government's contribution to the financing of the education service would be by way of specific grant. The recent increase in the use of specific grant is a move back to the original design of the partnership; not a move away from it in a centralist direction."

As proof of his lack of desire to achieve more control for the DES he urged local education authorities to follow the example of Cambridgeshire and Solihull and give heads and governors greater control over their own budgets.

The Education Bill, once law, will give greater power to governing bodies of schools and colleges. These bodies will no longer be dominated by the L.E.A. "but will reflect the interest of the L.E.A., parents, teachers and the community, including local business."

Such governing bodies will be given

money by the L.E.A. to spend on books and equipment.

"The Secretary of State will have the power to prescribe that governing bodies should be given a similar responsibility in relation to other items of expenditure. I intend to use that power when governing bodies are ready to exercise it."

Questioned later, Mr Baker said that he did not anticipate devolution of power to such an extent that heads and governors would have sole responsibility for hiring and firing teachers.

He won applause from delegates with a promise that he would do his utmost to speed up the system by which ministerial approval is given to reorganization and closure schemes and admitted that had been "dis-

mayed" at the time the process takes.

Local authority leaders were, however, quick to criticize the speech. Mr John Pearn, chairman of CLEA, said that it was "very bad news for the L.E.A.s."

Ms Deirdre Wood of the Inner London Education Authority said that the minister had failed to answer the key question - will the Government fund proper professional salary levels for all teachers?

"Without that, there is no prospect of long-term peace in our schools. Talking vaguely about new negotiating machinery is like a garage mechanic telling you to get a new engine for your car when what you need immediately is more petrol," she said.

Sixth-form colleges add to staff shortages

by Hilary Wilce

The growth in the number of sixth-form colleges is making worse the crisis over the shortfall of maths and physics teachers.

Such colleges, while improving the quality of A level science teaching, are attracting good graduates away from contact with the younger school age, among whom "the all important enthusiasm for science is first kindled", Sir David Smith, Sibbald Professor of Rural Economy at Oxford University told new science graduates at Exeter University last week.

Sir David pointed out that the shortage of science teachers was acute. "There is no way at the moment, without some quite radical change in the system, that schools can produce a sufficient number of scientifically educated pupils to meet our national needs."

L.e.a.s to check police records

Local authorities are to gain access to police criminal records so that checks can be made on potential teachers and other employees or volunteers who work with children.

Checks could also be made on current employees and arrangements are being made to extend the disclosure of police files to employees in the

health service and independent schools.

Mr David Mellor, Home Office junior minister, said the check system was being implemented because of the ease with which sex offenders can get jobs working with children by lying about their background.

Demographic swings would also make the situation worse, he predicted. By about 1992 more people will be entering secondary schooling, but this would coincide with a drop in the number of graduates being produced by the university system.

"The new graduates who enter the teaching profession in 1992 will come from that present group of schoolchildren who have already chosen their O level subjects and will be taking the O level examination next July," he said.

More working class students and women should be attracted into universities, and into studying science subjects, Sir David said.



The new chairman of the Independent Schools Joint Council, the main policy-making body for independent schools, is Lord Aldington (above). He has been Warden of Winchester College since 1979 and chairman of the Governing Bodies Association for the past 18 months. He succeeds Lady Johnston, chairman of the Girls' Public Day School Trust and of the Governing Bodies of Girls' Schools Association.

Grammars phased out

The London borough of Sutton is to phase out its four grammar schools. The borough expects to be able to have a fully comprehensive system by September of 1988.

The Alliance captured control from the Conservatives in the May elections. It now holds 28 seats to the 21 of the Conservatives and the 7 of Labour. The abolition decision was taken during a council meeting that started at 7.30pm on Monday and finished at 6.30am on Tuesday.

Baker makes the good words roll

by Biddy Passmore

Mr Kenneth Baker did not say much at his first appearance before the Commons Select Committee on Education last Tuesday.

This was not for lack of talking. So eager was the new Education Secretary to show his paces that he answered all the questions himself, leaving the senior officials who flanked him on either side to pass notes or whisper hurried corrections.

But the cunning Mr Baker managed to be specific enough to sound knowledgeable without being so specific as to hang himself - or, indeed, tell us anything we did not know already.

Thus, he obediently recited Sir Keith Joseph's conditions for an acceptable pay deal while studiously avoiding any direct response to the figure of £2.5 billion dangled before him by Tory MP Harry Greenway. Mr Baker behaved as though £1.25 billion were the only sum of which he had ever heard.

He welcomed cash assistance for schools from the Manpower Services Commission, while pointing out that he had very little direct control of school spending. But no hint of taking more central control passed his lips - in fact, he cited the Education Bill as proof he was a decentralizer.

He also showed great skill in finding ministerial air raid shelters. Questions

about local education spending? Surely MPs could not expect him to anticipate the Environment Secretary's statement on the Rate Support Grant that very afternoon? Questions about student support? He simply listed the options open to the inquiry he had set up.

He even managed to explain away the Government's U-turn on student loans by claiming that past studies of the issue had concentrated on replacing grants by loans, whereas the new study would look at a mixed grant/loan system. This was not quite true - but it sounded plausible.

As for the GCSE, he had decided it must go ahead because it was a good exam and, if you postponed things, "the rats got at them". He promised a major publicity campaign over the next few months to persuade employers and trade unions of the new exam's virtues.

Only on one issue did Mr Baker show signs of independence of spirit. He was personally attracted by the idea of saying a reasonably bright child of 10 should be able to read "this book and that book", he said, but he was told that sort of thing was very difficult. Along the row, Mr Walter Urich, the senior schools official, and Mr Eric Bolton, Senior Chief Inspector, smiled indulgently at the new boy.

Campaign to halt erosion of 'not-maintained' sector

The local authority associations are to join teacher unions and parents in a campaign to defend the basic principles of the 1944 Education Act.

A resolution moved by Mr Neil Fletcher, of the Inner London Education Authority, calling on L.E.A.s to lead a "campaign that the Government will not be able to ignore," was carried with only one vote against, although many, if not all, Conservative delegates appeared to have abstained.

The 1944 Act had resulted in a secondary education system that was a great success, said Mr Fletcher. One reason for this had been the partnership between central and local government.

In recent years the development and improvement of the system had been eroded, principally because of restraints on expenditure. "We want to keep education local, not because we want power but because we want the system to get better," said Mr Fletcher.

The call for a campaign was supported by Alliance councillors. Mrs Margaret Rodgers, of Devon, told of a resolution that had not been carried for 35 years. "I keep a file that call 'not the maintained sector'. Parents are having to provide books that should be provided by the local authority," she said.

Mr Geoffrey Jeffries, from Somerset, said that in his authority "coloured chalk is high technology." He congratulated the Government for having "come out of the privatization



In agreement: Delegates applaud a point at the conference

closet," and called for a national campaign to win more cash and resources for schools.

The only real dissent came from Cheshire Conservative councillor Mr Paul Findlow who was jeered by some delegates after accusing them of "refusing to live within their means."

Mr Findlow said that despite "all the moaning and wingeing" from delegates the Government was actually spending a record amount on education. An extra £295 per pupil was spent this year, 19 per cent more than in 1978-79.

● The Association of Metropolitan Authorities and the Association of County Councils will be holding meetings with the teacher unions and with parent associations in September to plan the campaign. Last month the unions linked up with parents' groups to oppose spending cuts and privatization.

Labour foils criticism of dispute

Political divisions were most evident during a debate on teachers' continuing industrial action.

A resolution moved by Solihull education authority regretting that "in spite of the call for peace and calm to return to our schools, contained in the agreement reached on May 9, industrial action by teachers is still continuing in some schools," was attacked by Labour councillors as an attempt to "wreck" the Aesop talks.

It had its sting removed by a successful Labour amendment: "but the conference shares with teachers a grave sense of frustration at the Government's refusal to underpin the service with adequate and timely financial support."

Moving the resolution, Mr Geoffrey Wright said that in Solihull 10,582 pupils, representing 502 classes, had been sent home or told not to attend school in the immediate 20 teaching days following the settlement.

Mr Miles Hudson, from Hampshire, accused the teachers of reneging on the May agreement. A situation where teachers refused to cover for absent colleagues could not be described as "peace", he said.

The Reverend Colin Hodge, from Dorset, reported that teachers were still boycotting parents' evenings and refusing to compile school reports.



Barry Hugill reports from the Council of Local Education Authorities conference in Coventry

Showdown planned over pupil governors

Newham borough council is planning a confrontation between Mr Kenneth Baker and pupil governors who will lose their seats if the Education Bill becomes law.

Mr Graham Lane, one of the East London L.E.A.s' delegates, told the conference that his council planned to book a room at the House of Commons for the pupils and invite the Education Secretary along.

He would meet youngsters who had provided a better service for their "constituents" than many councillors, said Mr Lane. "One sixth-former even holds a regular weekly surgery," he added.

The clause in the Bill which excludes pupils and non-teaching staff from school governing bodies attracted a great deal of criticism. Mr Jack Jones, from mid-Glamorgan, said that the Government was kidding itself if it thought that pupil governors could be replaced by representatives from industry.

"Our small employers won't give up an afternoon to come to governors' meetings - they couldn't afford it. Our large employers are Japanese - will they be allowed on bodies?"

Mr David Bellotti, of East Sussex, reported a meeting of student governors in his authority. "They all wanted to continue. It is a crying shame that the Government is trying to take participation away from them."

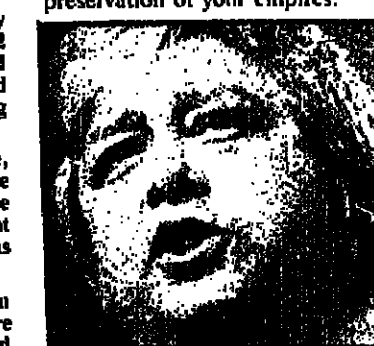
Mr Phillip Merriall, for Hampshire, the former chairman of the Association of County Councils' education committee, said that concern with many aspects of the Education Bill crossed political boundaries.

But he told Labour and Alliance councillors that whether they liked it or not, and whether it was true or not, many parents believed "party hacks" were appointed to governing bodies.

Another Hampshire Conservative, Mr Miles Hudson, said that he hoped that the Government would have a rethink on the Bill. He also claimed that some authorities appointed governors on a political basis and told of "a young man who went for an interview for a head's job in Derbyshire and was asked only political questions."

As in several other debates, it was left to Mr Paul Findlow, from Cheshire, to put the Government's case. But even he was critical. "I welcome the Bill but it does not go far enough to rescue schools from bureaucratic L.E.A.s."

He told the Bill's critics that they "were frightened by too much consumer choice... too concerned with preservation of your empires."



Graham Lane

PRIMARY



Water course: children investigate pond life at Hatfield primary school



Ann Hodgkins: project co-ordinator

Julia Hagedorn finds small schools enjoying a new-found flexibility with support grants

Money for transport and delight

Twelve of Dorset's small first schools have been profiting from extra staffing and transport over the past year with the help of a Government-funded scheme.

Ann Hodgkins, head of one of the schools and co-ordinator of the Dorset Cranborne Chase project for its first year, had previously been trying to exchange children and staff, and organize football, music and country dancing between several locations.

She was beginning to feel hampered by the lack of manpower and money when the Department of Education and Science announced that one of the categories for its educational support grant was the enhancement of "the quality and range of the curriculum in small primary schools."

Dorset was successful in its bid and Mrs Hodgkins found herself with £50,000 to spend in the first year of the three-year project. The DES funds 70 per cent of the cost with the local authority finding the rest.

Headteachers from the 12 schools form the planning committee, along

with an education officer and senior primary adviser, Marian Dowling. One priority they identified was environmental studies, so it was decided to second a teacher, Judith Kenny, to work alongside others in their schools and to offer advice and help. An extra teacher was also brought in to Mrs Hodgkins' school to release her as co-ordinator, and the project gained a peripatetic pre-school teacher, Jenny Procter, accompanied by a fully-equipped van, and a support worker for administration and help with back-up.

A 12-seater minibus is perhaps one of the most valued parts of the project. The schools are mostly situated in picturesque villages that tourists love but bus companies abandon. In the past, schools had to rely on the goodwill of parents with cars for outings or field study trips.

Mrs Kenny has been able to use the bus to take out groups from schools so that they could get the maximum advantage from their environmental work.

The pre-school van has been equip-

ped with £3,000-worth of books and equipment - much to Mrs Hodgkins' delight. "It's more than I spend in my school for three years' capitation", she says.

The van and its driver, Ms Procter, link parents with their children's future schools in an area where the lack of nursery education previously meant that five-year-olds were arriving in the reception class with no experience of play with other children or pre-school activities.

The van can visit isolated families where there is little access to books and games. Ms Procter also helps children settle in the reception class, thus releasing the teacher of the fives to seven to concentrate on the older ones.

Mrs Hodgkins feels that one of the most appreciated parts of the project

has been the strengthening of home-school links: impossible to do in two-teacher schools without the extra help.

Parents have also been brought into the schools through a scheme already running in other parts of the county called Booked By Dorset. With £8,000 to spend on books and games for the 12 schools, parents were invited to attend workshops and try out the games with their children. Games and books could then be taken home each week for parents and children to continue playing together.

The first year of the project has been spent mainly in identifying staff expertise. "Most of the curriculum is locked away in our small schools", Mrs Hodgkins says. "It's only a matter of releasing it."

As co-ordinator, she has been able to allow staff - usually isolated in two-teacher schools - to see what is happening in other classrooms. Heads now meet twice a term and are beginning to plan together.

There has been some joint work - for example, three schools collabo-

rated in a drama history project which ended with a treasure hunt through school grounds using orienteering and mapping skills.

Next year, the co-ordinator will be another head, Gordon Dingle. He plans to concentrate on the quality of provision for older children, those with special needs and the transitional stages. He says the DES money has given the schools the confidence to do properly many things they already wanted to undertake.

Mrs Hodgkins is slightly worried that the project has had to spend too thinly, but she wanted to involve all the small schools in the area - even those less willing to be included.

The Cranborne Chase exercise will be evaluated at the end of its three-year run. Mrs Hodgkins is convinced that the framework for the kind of support small schools need will emerge from the evaluation. Ironically, some of the project's schools may no longer need it. In the past year, several have more than doubled their numbers and are no longer two-teacher schools.

Primary Index	
End-of-term rituals	15
Why "runny nose" can't spell	16

Parents appalled by lack of information on playschemes

Information on holiday playschemes run by London boroughs is totally inadequate and, in some cases, non-existent, a survey by Gingerbread, the association for single parents, has found.

In 1978 Gingerbread carried out a survey of 13 London boroughs' attitudes to holiday daycare. Researchers found that information services "were little short of appalling". Most social services departments had no idea what provision existed and often transferred the researcher through a number of equally unhelpful departments.

This summer Gingerbread repeated its survey with much the same results. Its researcher, Corinna Catterall, says she was "shunted back and forth between departments, none of which took responsibility for her query."

Ms Catterall also wrote to the same 13 boroughs on Gingerbread-headed notepaper. Although she then received more information about holiday schemes, there was still a complete lack of recognized procedures or effective systems of referral between boroughs, departments or even sections of the same department.

Wandsworth, for example, failed to inform her that the borough's Latchford Development Group runs 11 projects providing full after school and holiday care.

The Inner London Education Authority, one of the best providers of childcare, does not finalize its plans until around two weeks before the start of the holidays, she found, which is too late for working parents to plan ahead.

Gingerbread is campaigning with the National Council for One Parent Families for a comprehensive system of daycare operating from 8.30am to 6.30pm and for the establishment of a central source of information for all types of provision - voluntary and statutory. It would like all such provision to come under the jurisdiction of one local authority department.

At present, it says, social services departments consider that daycare is the responsibility of the education department when the child reaches school age. Education departments feel they have no obligation for out-of-school activities.

The National Out of School Alliance, meanwhile, has just produced a direc-

tory of out-of-school provision in London which it hopes will reduce the misery parents go through in trying to find places for their children.

Both Gingerbread and NOOSA are besieged by telephone calls every year from the anxious parents of some of the estimated 300,000 five to ten-year-olds who are left alone during school holidays while they go out to work.

The directory lists 100 schemes, but it still shows that the majority of London boroughs have very few schemes. Approximately half the schemes are provided by just four boroughs - Haringey, Wandsworth, Greenwich and Lambeth. There were no schemes at all in a quarter of the boroughs.

"I can't really help you dear..." a report from Gingerbread on holiday childcare, 35 Wellington Street, London WC2E 7BN, £1.

Out of school in London, a directory of out-of-school schemes for children with working parents, Oxford House, Derbyshire Street, Bethnal Green Road, London E2 6HG, £2.



Not only aesthetically pleasing - but cost-effective

The 'vault' that locks up sunlight

by James Melkie

A touch of the tropics has been added to a Hampshire primary school. Tropical butterflies and plants populate the barrel-vaulted glazed area that links revamped 1970s Shakespeare School, Eastleigh, with its new classroom block.

Sunlight is trapped through the design and warms up the school, except in the height of summer when white sailcloths can be drawn to prevent overheating. Savings on fuel bills are estimated at 34 per cent or £2,000 a year.

The team responsible for the £225,000 improvements at the school have won a special conservation award from the Energy Group, which includes representatives of the Department of Energy, fuel industries, architects, engineers and surveyors.

Mr John Duggart, a partner in the ESD Partnership, consultants on the scheme, said: "We believe there are literally hundreds of other schools that could be tackled in a similar way. It's far more cost-effective than building more power stations."

Parents get advice on drawing up profiles

by Barry Hugill

Parents of pupils with special educational needs should soon be receiving more help in drawing up "profiles" of their children.

The 1981 Education Act gives parents the right to contribute written evidence on their child before a statement is drawn up. The DES, however, offers no advice to parents on the preparation of evidence and few local education authorities offer any help.

Concerned at this lack of advice, a group of independent experts has now drawn up guidelines for parents.

The authors of the guidelines are Freddy Green, director of education at the Spastics Society, Sheila Wolfendale, a principal lecturer at North East London Polytechnic and Pauline Wright, a home-liaison teacher and the mother of children with special needs. They worked under the aegis of the DES and were assisted by a number of I.E.S.s which submitted examples of parental contributions.

The guidelines suggest that parents describe their child's progress and give details of general health, eating and sleeping habits and school attendance. They are advised to specify any serious illnesses.

Parents are also asked to try to recall when they first noticed "that things were not right" with their child and whether they received any advice or help - and if they did, from whom?

Ms Wolfendale, who trains educational psychologists, says the majority of professionals used to doubt the value of parental contributions but now most appreciate how important they can be.

She believes the guidelines will be of enormous help but says that many parents remain unconvinced that what they have to say is treated with as much respect as the reports of professionals. "Parents have asked me if their reports have the same status as the experts and I have to tell them that I don't know," she says.

Parents or teachers wishing to make use of the guidelines should contact Sheila Wolfendale at the Psychology Department, North East London Polytechnic, Romford Road, Stratford, London E15 4LZ.

Curriculum ideas

Nearly 300 submissions have been received for the second Schools Curriculum Award, sponsored by the Society of Education Officers and the Association of Directors of Education in Scotland. Submissions are up by 70 per cent on last year with 28 local authority areas participating for the first time.

The aim is to identify schools which have established "a broad and balanced curriculum enriched from the local community and environment." Winning schools, which will receive an award and a specially commissioned work of art, will be announced next summer.

Strain on home-school link

by Julia Hagedorn

Relationships between professionals and parents are being put under greater strain by legislation which gives parents more say in the education of their children, Professor John Tomlinson of Warwick University told the National Children's Bureau's annual conference in Hull.

Professor Tomlinson pointed out that the 1981 Education Act had raised the expectations of parents of special needs children and enabled them to have a more equal relationship with the professionals. But the professionals felt confused because there were insufficient resources to make the Act effective.

Likewise, the promised 1986 Act would give parents greater representation on school governing bodies. But it was still unclear whether parents were to be seen as consumers of education



Medieval magic... an entire school - teachers, dinner ladies and parent governors - dressed up in Middle Ages garb to visit Chatham Castle in Kent. The party, from Wallace Fields middle school in Ewell, Surrey, met members of the British Jousting League, saw free-flying birds of prey and played medieval games.

James Meikle meets the PAT's chairman-elect and previews the association's forthcoming annual conference

A would-be peacemaker waits in the wings...

Mr Hugh Ainsley next week becomes the first independent school teacher to be chairman of the non-striking Professional Association of Teachers.

The 32-year-old maths teacher at Hamilton College in Leamington doesn't see that as a problem, even though most PAT members are in the mainstream sector and dissatisfied not only with their pay, but their working conditions and the poor esteem in which the service is held.

Mr Ainsley, who has also taught in the state sector, argues: "I am an ordinary teacher who happens to work in an independent school."

The association is a varied group, unified by its cardinal rule not to strike, he argues. His top priority is to do what he can to help restore peace to the maintained sector. "I would not say I was over-optimistic because I don't know if the Government really will find enough resources and money to solve the problem."

"I just hope they come part of the way towards doing something about it. The profession might accept that, if it had evidence that things were going to improve as the years go on."

PAT has grown rapidly since its formation 15 years ago. Its membership stands at 40,000 and Hugh Ainsley believes PAT can continue its dramatic recruitment as other teachers, loyal to their existing unions over the years, though disagreeing with their disruptive tactics, see the association is no longer new, or small.

It already claims to represent over 10 per cent of Scottish teachers and is nearing that figure for the rest of the country.

"We have an effect on negotiations, which we didn't have a few years ago. You can't expect miracles to happen overnight. We have achieved a lot and have a long way still to go."

Hugh Ainsley thinks that many of the discipline problems that schools have to contend with are "due to the attitude teachers have taken in the past". Pupils needed the confidence that their teachers would think about them after 4 pm and parents had to be drawn into school life.

As a maths teacher, he is desperately worried about the shortage subject problem. He does not favour differential salaries, believing they would create a "two-tier" profession, but he

accepts that a case can be made for this strategy.

It's a topic that should provoke lively debate at the annual conference in Manchester on Wednesday. PAT members from Berkshire will be arguing that market forces should apply and that higher salaries should be paid to teachers in shortage subjects, while Clwyd members have submitted an opposing motion.

The conference will also consider the Berkshire branch's suggestion that national lotteries and industrial sponsorship, and other new methods of fund-raising for schools, should be investigated.

Cleveland members have submitted a motion calling for long-term planning. They want the Government to establish a national inquiry into compulsory education in the 21st century. The results should be published by 1990.

The branch's spokesman, Mr John Tyler, a Scale 1 primary teacher, said he did not want "educational theorists descending from ivory towers" for the inquiry, which he would prefer to be independent, even if paid for by government.

"I would like to see shop stewards, personnel officers from industry, working teachers and parents on a panel or committee. At the moment we are lurching along from one crisis to the next. I want a gang of people with experience of the real world to sit down and make suggestions."

Another point for teachers to remember is that some religious groups do not wish to have their beliefs presented, however carefully and accurately it is done, by anybody who is not a believer.

Comments on the document from all interested groups are sought by November 1.

School worship draft consultative paper. From Paul Grove, Room 286, County Hall, London, SE1.

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NEWS

In brief

Support for Irish studies

Senior Labour councillors are backing a campaign to have Irish studies included in the curriculum of schools in inner London. Mr Barrie Stead, ILEA schools committee chairman, said the Irish were probably the largest ethnic minority group in London.

Top appointment

The British Council's next director-general is to be Mr Richard Francis, who was until recently managing director of BBC Radio. Mr Francis, 52, will take over when Sir John Burgh retires in the summer of 1987. He will be the first director-general to come from the media world. His appointment reflects the Council's concern to put more effort into publicizing its activities, teaching English and promoting British culture in 82 countries.

Deal rejected

Chief education officers last week rejected a 5.5 per cent pay offer at a meeting of the joint negotiating committee which settles chief officers' pay. Mr David Such, chairman of the officers' side, said that unless a new offer was made by September they might be forced to seek arbitration.

Back in business

Belfast Education and Library Board has met again after failing in its attempt to disband. The board wanted to delegate its functions to specific committees after months of business had been held up by heckling and filibustering at meetings. But its legal advisers persuaded the board to continue and the July meeting passed off without incident.

Tertiary plan

Nottinghamshire education authority is considering the establishment of tertiary colleges to replace existing 16-19 provision in school sixth-forms, three sixth-form colleges and further education colleges. Public consultation will take place next term.

Drugs chart

Eastbourne health authority is offering a chart on the use and misuse of drugs to all schools in East Sussex. The chart has been designed for teachers and health educators.

Drugs in Perspective, Health Education Centre, Avenue House, The Avenue, Eastbourne, East Sussex. £1.

Industrial awards

The College of Preceptors and the International Management Centre from Buckingham have joined forces to offer 100 scholarships worth £2,250 each in industrial studies. The scholarships are being offered as a contribution to Industry Year. To gain a scholarship a small, locally-based group must be formed and the study set will be tutored by IMCB academic staff.

Tourism boost

Four colleges will collaborate with four firms in Bournemouth to promote training for the tourist industry. The four colleges are: Dorset Institute of Higher Education, Salisbury College of Further Education, Bournemouth College of Further Education and Weymouth College.

Careers project

Three thousand teachers are taking part in a 12-month project in Birmingham to find out why women are not reaching the top of their profession. The survey, commissioned by the city council's women's committee, will look at such factors as: teachers' experience and qualifications, in-service training and the effect of child care, to see how they affect promotion prospects.

SCHOOL TO WORK

The Government has now committed itself and nearly everybody else to the College of the Air, the grand vision of a nationwide mass programme of distance learning built around television and radio broadcasts.

The plan was announced on Friday in an atmosphere of confident hope and nervous enthusiasm. The epoch-making talk came from the politicians led by Lord Young — "will bring training and vocational education out of the night school age... the best chance yet for a nationwide upgrading of our skills... up to one million students".

The nervousness was on the part of the experts, all too conscious of the

uncertainties attending any attempt to get the rival giants of private and public broadcasting to cooperate in a scheme which looks as if it might mean driving several horse-and-coach teams abreast through the maze of broadcasting legislation.

The broadcasting chiefs who flanked Lord Young on Friday are clearly not happy about the timetable — full details out by this autumn, implementation a year later. And, although they cannot say so, most of them share the Labour Party's reservations towards the Government's belief that it can get a programme for far more times as many students as the Open University rolling for a few million pounds of money by passing round the begging bowl in industry.

Mark Jackson looks at how it came about

Isaacs' dream that is poised to become a reality

For Channel 4's Jeremy Isaacs, the College of the Air is the realization of a vision which is older than the channel itself.

Education was always high in the priorities of those who conceived the plan for a commercial alternative to BBC2. The problem was to avoid becoming an under-resourced competitor to the BBC's established educational broadcasting empire.

For the man they chose to set up the new channel there was no question of mounting a token operation to satisfy a franchise requirement.

In the heady sixties Jeremy Isaacs made his reputation running *World in Action* Granada TV's flagship and the expression of its social conscience.

Twenty years after, Isaacs is just as convinced that television has a special duty to the less privileged among its viewers.

Channel 4 was still no more than a half-dozen planners and secretaries busy recruiting their first commissioning editors when he told *The TES* that

its educational broadcasting would aim at the groups outside conventional education — the school-leavers, the unemployed, and the adults who had got the minimum of the education system and were not getting very much of conventional broadcasting either.

Whatever else the new channel might do, it was going to make new forms of continuing education its own field. Just how, Isaacs could not say.

At this point Channel 4's educational chief Naomi Sargent came up with an idea. Herself an import from the Open University, she suggested that the channel should start up a lowbrow equivalent aiming at training viewers for less exalted qualifications than first degrees.

There was another ground-breaking institution around with the same strong feelings about the need to reach out to the adults outside the learning system.

The Manpower Services Commission, busy grappling with the urgency of school-leaver unemployment, could



Conference time from the left: Ian Johnston MSC training chief executive, Alasdair Milne BBC director-general, Kenneth Clark, Paymaster General, Lord Young, Employment Secretary, John Whitney IBA director-general, Jeremy Isaacs Channel 4 chief executive and Richard Dunn acting chairman of the Independent Television Companies Association.

not yet give adult training any priority. But it had, it thought, the money to back anyone who could make a start on tackling the huge task of bringing millions of under-skilled or home-bound people into some kind of organized learning.

Talks began between Isaacs and Geoffrey Holland, then the MSC's director of special programmes and its rising star. They agreed an arrangement under which the MSC would pay for the making of programmes aimed at those groups of adults whom it regarded as a priority, and Channel 4 would provide the knowhow and airtime — retaining full editorial control.

But they had reckoned without Peter Morrison, the employment junior minister who supervised the Commission's activity. In characteristic style he told the Commission that it should stick to its own job and not waste taxpayer's money on broadcasting.

Holland knew better than to waste time trying to get the minister to

understand what it was all about, and the small unit of broadcasting experts that the Commission had set up to plan the new programmes was promptly disbanded.

Neither Isaacs nor Holland had given up the idea, believing that sooner or later its time would come. That time arrived last February when Channel 4 was considering the implications of its forthcoming introduction of schools broadcasting. Naomi Sargent had to decide what could be done with the two-hour gap between the end of the schools broadcasts and the start of Channel 4's general schedule.

She wrote to Geoffrey Holland asking him whether the MSC was interested in reviving the earlier talks.

Much had changed since Peter Morrison's intervention. Adult training had now become the MSC's avowed priority and forced to accept that there was little hope of getting employers to undertake conventional training on the huge scale needed, the Government had turned gratefully to the idea

of open learning as an alternative to statutory training system.

Not only was it cheap, but embodied the principle of self-help dear to the Thatcher administration. Furthermore, the Government had let the MSC spend a great deal of money on the Open Tech programme, an operation which had produced much knowledge of how to produce and package open learning courses, but had not tried to set up any national system for its delivery.

The Commission had now, with the Government's warm approval, at its disposal fresh funds for the formidable task of "embedding" this new knowhow in the education and training system. The invitation to get into bed with Channel 4 for this task was irresistible.

Lord Young, the Employment Secretary, never as carefree as the junior ministers he had to deal with in his own time as MSC chairman, had become the country's most vocal proponent of open learning propounding English, already the world's premier business language, could become the international currency of distance learning.

Jeremy Isaacs, delighted as he is by Lord Young's enthusiasm, is more concerned with the practical task of getting the college actually on the air by the target date.

He does not underestimate the difficulties. "We certainly can't afford to let anyone's ego get in the way of doing what is required in the time that remains," he said.

He has no doubt that his channel will play the leading part, however full the contribution from other broadcasting organizations. "From the word go we have wanted to make a contribution to continuing education that would be totally different from that of the BBC, and this is it," he says.

Jeremy Isaacs is as convinced as anyone at the MSC that the whole operation will depend heavily on the participation of the further and adult education sector and other training providers. He and his colleagues know that the small existing television companies have education departments could not hope to handle the task of cooperating with the whole of the college system, and they have already started working out what they would need to do so.

At the back of everyone's mind is the question of how much money will be available. Few of the broadcasters share the Government's optimism about the extent to which private money will be available without strings to be attached. The central costs of the college, distinct from the back-up activities of colleges and other training centres.

Channel 4's chief is prepared to meet these problems when they come. The important thing is to get the college established and its value demonstrated, he says. But he does make it plain that, although Channel 4 is not paying for programmes out of its own budget, "new tranches" of Government money will be needed for it to operate on the full scale.

OVERSEAS

Girl wins sex bias fight

AUSTRALIA

Lula Garcia reports on the implications of a long-running court case

Two years after it all began, Melinda Lewis, a 15-year-old Sydney schoolgirl who accused the New South Wales Department of Education of sexual discrimination, has finally won her case.

Melinda, a student at Canterbury Girls' High School, complained to the state equal opportunity tribunal because she did not have the same choice of subjects and courses as her twin brother, Rhys, who attends Canterbury Boys' High School.

While Rhys could study computing and technical drawing, Melinda was forced to select from "traditionally female" subjects such as domestic science, cooking and sewing.

The tribunal found that Melinda had been discriminated against because the subjects available to her were "man-

ifestly of less benefit" than those offered to Rhys. Her counsel had claimed that these differences could ultimately affect her employment opportunities since the offered options equipped Melinda only for occupations such as sales, services, clerical work, sport and recreation.

These were areas which were increasingly vulnerable to automation, her counsel said, and where employment opportunities had declined rapidly.

Although implications of the judg-

ment are still being worked out by lawyers, the decision has been welcomed as a victory by women's groups, as well as by some teachers and parents.

The state minister for education, Mr Rodney Cavalier, said that he would not comment until the judgment and other related matters were fully discussed by the state Labour government, which has opposed Melinda's case. But a government document which was leaked to the media said that if Melinda was successful, the education system would have to be reorganized at a cost of \$1.5 billion a year (\$600 million). According to the government's worried advisers, the decision could mean the provision of every subject to every child in every school in the state.

Cuts cause more rifts for French and Flemish

BELGIUM

Belgium's economic cuts, intended to slash 10 per cent off the educational budget, are leading to further head-on clashes between the Government and the two linguistic communities.

Ministers could not adopt some Government orders concerning the expenditure cuts for secondary education — the sector most heavily hit — because the necessary economics — as huge errors had been made in the calculations, according to the Inspectorate of finances.

These had assumed a drop in the birth-rate throughout the country in recent years. But in fact, in the French-speaking part, the birth rate was actually rising.

The Government planned to save 21 billion Belgian francs (\$300 million) from education, of which 10 billion francs were scheduled to come from teachers' job losses. Nearly four billion francs in two years were to be saved by cutting the number of secondary teaching posts by 10 per cent.

According to the financial report, commissioned by the two ministers for national education, Daniel Coens for the Flemish speaking community and André Daeleux for the French, the figures add up to only just over half the planned savings.

Worse, it appears that the Flemish education sector will contribute nearly five times as much to the savings as the French, because while the school population for the former has fallen, that of the latter has not.

Relations between the two language groups were not improved by accusations last week by Guy Verhofstadt, the budget minister, and M. Coens — both Flemings — that the French figures on the number of pupils were fraudulent.

In higher education, too, the split between the communities is set to widen, because of the Government's decision, as part of its economies, to allow universities to fix their own student fees. These had remained set at a ceiling of 11,000 Belgian francs (\$1,600) for nearly 10 years, but now the Government's budget contribution for the state allocation for 1986 and 1987.

The Flemish universities agreed among themselves to set their new level at 15,000 Belgian francs, but the French ones say they must charge 16,000 francs. So from the new academic year, to the fury of the Francophone academic world, an anomaly will arise for the first time — of students following identical courses but paying different rates for the same education, just because they speak different languages.

Jane Marshall

Learning within an uneasy co-existence

ISRAEL

Shalva Weil on the complexities of a dual system of schooling

The little Arab village of Beit Safafa has suffered from an identity crisis for a long time. From 1948 to 1967, it was sliced in two by the partition agreement which divided Israel from Jordan. On one side of the railway lines lay the Israeli part of the village; on the other side was the Jordanian sector.

In 1967, after the Six-Day War, Beit Safafa was reunified and became part of Israel — but the scars of the division appear hard to heal.

Within the village, situated in what is today the heart of modern Jerusalem, the allegiances of its inhabitants to Israel are ambivalent. Such mixed feelings are no better expressed than in the local high school, where some pupils are part of the Israeli educational system and others belong to the Jordanian version.

The headteacher, Mr Omar Othman, explained that this unique situation had arisen because of Beit Safafa's unusual location. Students who now took the Jordanian matriculation examinations formerly attended schools in Bethlehem and East Jerusalem.

The new arrangement, whereby the Israeli and Jordanian systems exist side-by-side within one school, was instituted at the request of the Israeli Minister of Education, Mr Yitzhak Navon, who wanted to prevent students leaving the village to obtain their education.

The difference between the two systems is one of the greatest problems of Arab education in Israel. The Jordanian matriculation is written in Arabic and emphasizes Arab history and geography. Knowledge of Islam is mandatory. Hebrew is not required for exams and pupils at the Beit Safafa high school only learn it two hours a week.

It is thus a foregone conclusion that pupils who enter the Jordanian stream will be unable to attend any of Israel's renowned institutions such as the Hebrew or Tel Aviv universities because their grasp of the language is deficient.

Of the first year of 15 graduates from the Jordanian stream within the Beit Safafa school, nearly all the girls got married. Some of the boys attended Bethlehem University, while others went out to work.

This record contrasts heavily with pupils who took the Israeli matriculation examination. In the past, female graduates went on to the mixed Jewish-Arab teachers' training seminar in the Bet Hakerem neighbourhood of Jerusalem, while only one or two married immediately. Twenty per cent of the males attended Israeli universities outside the West Bank; some went to study at universities abroad; and others found jobs locally.

Mr Othman says the Israeli version places greater emphasis on understanding and conceptualization, whereas the Jordanian system is based on memory and rote-learning. Arab schools generally have lower

achievement levels than Jewish ones in the same system. Mr Aziz Haidar, an Israeli Arab who is writing a doctoral thesis on Arab education in Israel, says the science curriculum is identical in Arab and Jewish schools, but problems arise in the Arab sector from lack of books in Arabic and poor laboratories and equipment.

In the humanities courses, Mr Haidar believes that Arab and Islamic history are "devalued" and modern Arab history largely ignored. English is taught to a lower level than in Jewish schools.

Mr Othman, who works once a week in the Arabic division of the Israeli Ministry of Education and Culture, believes that the problem begins with teacher training. There are few in-service courses for Arab teachers. If they are arranged, they are conducted in Hebrew, often in towns far from the centre of the country. Thus, Arab teachers tend to be less up-to-date than their Jewish counterparts and their standard of teaching lower.

Curriculum planning for the Arab sector is also difficult. A recent curriculum for a new course took approximately 10 years to develop, by which time it was outmoded.

The recent ministry plan for "decentralization", under which Arab schools will report to the ministry regionally rather than nationally, is aimed at solving the specific problems of the Arab educational sector.

However, the plan — which has already been introduced in some parts of the country — may not deal with main issues, according to some Arab educationists. The regional offices may neither be able to provide a new Arab history curriculum, nor possess the resources to reinforce Arabic language teaching, they claim.

Nevertheless, this controversial plan is the latest attempt by the Israeli Government to improve Arab schooling, which it wants to develop alongside Jewish schooling in a single pluralistic framework.

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New era in broadcasting links



Naomi Sargent

Sheila Innes

Plans for the College of the Air amount to a historic breakthrough in British broadcasting — close and regular collaboration between all the main television and radio channels in both the public and the commercial sectors.

It is proposed that ITV and BBC television channels and radio stations should all contribute to one small central body which will have overall control of the college's operations. This will be a limited company set up by the Government to commission distance learning materials and validate TV and radio courses for training the over-16s in technical and vocational skills.

The principal viewers would be those already in employment who wish to increase their work skills. Employers might set up lunchtime television courses and bring in Open Tech training packs to back them up, with the help of tutors in local colleges. On completion of courses, students could emerge with new skills and a national vocational qualification.

As outlined by the Secretary of State for Employment, it is an agreement with the Independent Broadcasting Authority which "lies at the heart of the college's relationship with the broadcasters". This agreement would give the bulk of college programmes to the commercial companies. These would be "regular" programmes on Channel 4 devoted to college purposes commissioned from a variety of sources by the channel.

The ITV companies would also participate in producing and transmitting college programmes, and independent local radio (ILR) would be involved. The regional nature of ITV and ILR plus the IBA's own community education officers will play an essential role in putting students in

the direction of courses at their local further education colleges.

The BBC, Lord Young added, "had expressed a willingness to provide a series of programmes and course materials for the college as part of its continuing education output and there would also be some wider opportunities on daytime television".

The broadcasters all seemed eager enough to be involved, but such collaboration is fraught with difficulties. The initial problem lies in the funding. While the Government proposes an initial investment of around £5 million — Lord Young refuses to give an official figure — most of the financing for programmes is to come from industry.

Sponsorship of this sort is quite acceptable to the commercial companies, ITV, and Channel 4, so long as it is not tied to specific programmes. The money must go direct to the College of the Air agency and not funnelled by them into the programmes at their own discretion.

But the BBC is prevented by its charter from accepting any sponsorship for broadcasts. It could use sponsorship money to produce back-up training materials, as it currently does at the Open University. But it

cannot put the money into its own programmes.

The BBC's would be "delighted to support the new venture", says its director-general Alasdair Milne, but its main contribution would be in terms of "people and ideas". With 17 years' experience of collaborating with the Open University in the production of distance learning materials, its expertise could have been invaluable.

Out of its existing budget the BBC will contribute technical and vocational programmes such as their BTEC courses repackaged and transmitted under a new validating logo from the College of the Air. They anticipate that a starting date of September next year will force the college to rely heavily on these existing materials.

In addition, they can commission two or three continuing education series, says the controller of BBC educational broadcasting, Miss Sheila Innes. These and the repackaged materials will be transmitted in a new regular night slot from September 1987. A brief introduction to college courses will be interspersed in the daytime schedules on BBC2.

But it is to Channel 4 that students should look for the main College of the Air programmes, and in particular the lunchtime slot which will be available when ITV school programmes move to Channel 4 in the autumn next year.

Programmes could fall into three categories, says Mr Robin Moss, head of education at the IBA. The first would be inspirational — it would aim to interest viewers in taking up Open Tech courses and following college programmes on TV and radio. The second would be the actual course-based material for learners; and the third would offer support.

Quite what the central core of

programmes will be like or how it can hope to achieve the tightly-structured syllabus materials familiar from the Open University is unclear.

The broadcasters have conflicting views of who the viewers might be and when they will watch. Robin Moss would like Channel 4 to try out nighttime broadcasts, favoured by schedulers for students sufficiently motivated to record programmes and watch them at their convenience. It is also the only free time in the BBC schedules.

But Channel 4's senior commissioning editor for education, Naomi Sargent would also like to attract people like mothers and the unemployed who are at home during the day.

One of the BBC and Open University's fears is that a college system which has grown up at a local and regional level will be hard to translate on to a national scale. They have issued caveats to the College about the need for strong support and counselling for students and are concerned about who will be ultimately responsible for the students.

Naomi Sargent agrees. The great value of the Open University, she points out, is that there is a central institution with a firm base at Milton Keynes. With both tutors at a local level and national summer schools, it offers its scattered students an important sense of belonging. Without that there could be low motivation and a high dropout rate.

The BBC goes so far as to question the role of broadcasting within the College. Radio and television broadcasts have, they say, a significant role to play in the learning process, but only as an integrated part of the system. "As isolated providers their effect is greatly reduced".

OVERSEAS

No pass, no play and no like

UNITED STATES

Martha Pichey on reaction in Texas to the 'studies law'

A controversial law passed in Texas is making educators angry and keeping state school students off the playing fields.

House Bill 72, which took effect last spring, attempts to place stronger emphasis on scholastic achievement and less on competitive sports. One section of the state rule requires secondary school students to pass all courses with at least a 70 per cent average, or be suspended from extracurricular activities for six weeks - until the next grading period.

The regulation is known as "no pass, no play", and has hit hard in the state schools' competitive sports teams. Last autumn, 15 per cent of the 39,000 top high-school American football players in Texas were kept on the sidelines.

In the town of Prosper, north of Dallas, the small upper school had to cancel the remainder of its season through lack of eligible players. This spring, the state's basketball teams suffered with 15 per cent fewer players, and even the after-school club of Future Farmers of America had trouble finding eligible members to exhibit lamb, steer and hogs at stock shows held around the state.

More than 30 lawsuits have been filed in Texas trying to overturn the Bill. The only modification so far has



After-school sport... a basic student right?

been to exempt disabled children by basing their eligibility on individual progress rather than a fixed mark.

One legal action argued that "no pass, no play" violated a student's fundamental right to participate in after-school activities. The Texas State Supreme Court was unanimous in its decision that this was not a fundamental right and, when an appeal was filed, the US Supreme Court

refused to hear the case. The Texas High School Coaches' Association is opposed to the Bill, but could live with it if the six-week suspension period were reduced to three weeks. The Texas State Teachers' Association, which backs the ruling, says it will agree to the change only if that does not affect the amount of paperwork teachers are required to do.

Six other states, and local districts in at least 10 more, have passed similar legislation. In Los Angeles, administrators claim a similar ruling three years ago has had positive results. In the spring of 1983, 20.5 per cent of high-school students were unable to participate in extracurricular activities because of poor grades. In the spring of 1985, the figure had dropped to 16.3 per cent.

Los Angeles educators say that reflects slow but steady progress. Yet such statistics do not convince the law's opponents that tougher standards such as "no pass, no play" are helping students hit the books. Some feel that the restriction does not reach those who really need help - the students with so little motivation that they do not join clubs or sports teams in the first place.

Some teachers fear that those students who continue coming to school only because they do find some measure of success through sports will simply drop out, and that teachers will feel pressured to pass the athletes who are in danger of failing.

But the irony is that statistics show only one out of every 12,000 high-school athletes makes it into the ranks of professional sports. Still, educators opposed to House Bill 72 argue that if a winning record on the football team can motivate a student to get through high school then he will at least have a diploma in hand.

Supporters of "no pass, no play" respond with an argument that applies to the plight of college athletes as well: what's the use of a diploma if an ill-educated student is unprepared for the job market?

It remains to be seen whether the peace of advance will be sufficient to attract the million new teachers who are estimated to be needed during the next decade. According to AFT president Albert Shanker, 23 per cent of college graduates must become teachers in order to maintain the current teacher pool, but only 6 per cent of those graduating in 1986 showed any interest.

Mr Shanker ascribes this to opportunities in higher paying fields for minorities and women.

"The new opportunities are great for women and minorities and great for the country, but a disaster for public education," he said last week. "We may have the best and brightest generation of teachers we'll ever have in this country right now."

Warning of Communist influence

MALAYSIA

Teachers and parents have been warned that the outlawed Communist Party of Malaya (CPM) has infiltrated a large number of secondary schools in an attempt to influence young people in its struggle against the Government.

Teachers have been urged to inform on students suspected of being involved. Datuk Rahim Ramli, Malaysian State Secretary, who is also secretary of the state security council, told a national teachers' conference in Johore Baru that he had firm evidence that since 1970 the CPM had been trying, and in many cases had succeeded, in penetrating secondary schools across the country. Many pupils had become actively engaged in subversive anti-Government activities.

In Johore itself, he said, 15 schools were involved with more than 100 pupils having been enrolled into the illegal CPM.

Datuk Rahim requested that teachers act as the "eyes and ears" of the Government, by identifying any students suspected of being involved, so a stop could be put to such subversive activities before they threatened national security.

He also urged teachers to inculcate patriotic and law-abiding values in children, and work with parents to ensure their children did not get mixed up in politically subversive activities.

The Malaysian Education Ministry has said that it is drawing up a list of teachers suspected of including anti-Government views in their pupils. The statement said that stern disciplinary action would be taken against any teacher who was found to be involved in the introduction of citizenship studies in secondary schools. The decision was made by the minister following a plan scheme in 40 residential schools last year.

The new subject will be compulsory and have an historical emphasis, which, says the ministry, will aim to bring about a generation of people with greater "love and respect" for the nation.

Geoffrey Parkins

INSET: time to accentuate the positive

Sir - I was disappointed that David Keat's interesting article concerning changes in INSET provision resulting from the new funding arrangements for 1987-88 (Platform, July 11) was unable to focus a little more on the qualitative changes that may result. The shift of influence in the direction of the local authorities creates some exciting possibilities.

It would be very interesting to know to what extent opportunities are being taken to move away from the more traditional approaches which have been criticized as promoting teacher dependency rather than professional growth.

For the majority of the teaching profession the term INSET probably still implies "twilight" sessions at the teachers' centre at the end of a tiring day; this need not be the case.

The more interesting developments of recent years have sought to involve teachers directly in the exploration of new and more effective practices rather than sitting at the feet of the experts who supposedly know what's good for them.

Another article, "After the Action", written by a group of teacher researchers and published in the same edition of *The TES* provides a useful illustration. In the more dynamic

forms of INSET, teachers are able to play an important role in breaking new ground and providing a knowledge base developed by practitioners that is capable of informing policy decision. This is a situation that reflects the reality of practitioner influence in formulating new working practices.

In education, some of the most impressive practices have been developed "on site". It is important that INSET arrangements should support this direction of influence from practitioner to policy-maker and not merely accommodate the "top down" approach.

The preparation of funding "bids" is likely to keep town hall lights burning late throughout the summer. The danger in dealing with such important matters in such haste is that the possibility of any major rethink may be abandoned in favour of the more familiar and traditional structures. In this case a major opportunity for a much needed revolution will have been lost.

GEOFF TRICKEY
Principal educational psychologist
London borough of Barking
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22 Shipdon Close
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Essential grammar

Sir - The *Times* reported on July 8 that Her Majesty's Inspectors have been accused of being "contentious" because they were thought to have proposed that formal grammatical analysis be taught in schools.

Why, pray, should formal grammar not be taught? Is it conducive to good use of language for clear communication for 11-year-old pupils not to know the difference between a vowel and a consonant, that a sentence has a subject and a verb which must agree, or that English verbs have different tenses? Comparisons with analogous cases are often instructive. Where would Britain be in football, music, cricket or engineering craftsmanship if these things were taught to pupils without reference to the essential grammar of each?

The fault in earlier times was not, I submit, that formal grammar was taught, but that some scholars tried to force the formal structure of English into a mould more suited to an inflected language such as Latin. The Procrustean attempt may well have made formal grammatical analysis appear "tedious and useless". The real problem today, and possibly the cause of some of the opposition, is that we have a generation of teachers who have not themselves told about the formal structure of English, and are therefore not immediately able to teach it.

PROFESSOR PETER FELLOTT
Department of Cybernetics
University of Reading

Too divisive

Sir - When I read that the Technical and Vocational Education Initiative is going "national" at the same time as the Department of Employment is taking on the oversight of all vocational qualifications - including those such as the Technician's Certificate which the DES has supervised until now - I had a sense of déjà vu.

I was struck by the parallel with the late 19th century. Then, the Department of Science and Arts at South Kensington supervised technical education throughout the country while the Education Department in Whitehall oversaw elementary education nationally. And I remembered the jealousy and tenacity with which these two bodies defended their respective

Paying examiners

Sir - Having read John Newman's letter ("Pality pay", July 4), two questions occur to me:

□ Is Mr Newman in receipt of a salary covering the four hours spent at the consortium?

□ Is his experience - and that of countless others - valuable enough for it to be systematically utilized by boards and the DES?

It seems that at a time of major rethinking of examinations, the question of examiners and their pay has been grossly neglected.

TVEI help

Sir - It was indeed good news to hear Chris Patten say that young people with disabilities must be included in the TVEI programme as it spreads to all schools (TES, July 18).

When TVEI was announced, with its offer of new opportunities for pupils into a mould more suited to an inflected language such as Latin. The Procrustean attempt may well have made formal grammatical analysis appear "tedious and useless". The real problem today, and possibly the cause of some of the opposition, is that we have a generation of teachers who have not themselves told about the formal structure of English, and are therefore not immediately able to teach it.

Over the past year we have held meetings with MSC staff to discuss ways of improving the situation and in April we held a national conference, funded by MSC, to consider the topic. The proceedings from that conference,



University admissions: some faculties operating unfair policies

No entry

Sir - So Philip Oakley, general secretary of the Universities Central Council on Admissions, thinks that UCCA candidates would like the chance to place their five universities in order of preference (TES, July 4). The candidates that I am responsible for advising are far more concerned that they should in fact be considered in the first place!

While having some sympathy with admissions tutors under pressure of applications, I feel that many faculties are operating admissions policies which are unfair to the candidate, simply for administrative convenience. Some medical schools are known for

the practice of ignoring candidates who place them lower than second; in recent years this quillotine has come to be operated by law, business studies, English and history departments. This statement is based on actual cases.

It is hardly an excuse to say that there are publications on the market giving some indication of fourth and fifth-place chances. Universities should come clean and state clearly in their prospectuses if they are not prepared to look at all candidates. Or do they feel unhappy at the prospect of defending the practice described?

In any case, questions of principle remain. Is it fair to the candidate to restrict his choice to - as seems to be the case - only two universities? This is

scarcely in keeping with the original intentions of UCCA, in which five choices were seen to be a balance between the interests of the applicant and of the university.

Since preliminary reports indicate that the Polytechnics Central Admissions System scheme is working without major problems, may I recommend to UCCA a similar system of four choices without regard to order of preference? That shouldn't be too difficult to implement on its computer!

DR D E WILSON
Deputy head
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Maldstone, Kent

A good read?

Sir - Mr Readaway (Letters, July 11) has, I think, missed my criticisms of his Midland Examining Group English literature syllabus. I certainly make no objection to the inclusion of books that will challenge and stimulate the potential A level candidate (though I note that this GCSE syllabus offers a narrower range of them than many old O level selections).

My worry is about the limited (and gender-biased) picture of English literature that the syllabus offers to those unlikely to progress to A level. Those not-so-high-fliers deserve to be told that there is more to literature (and life) than the solemn, problem-orientated realism that dominates the MEG

choices from 20th-century prose and drama. Is this really the material most likely to produce eager readers alert to the fun and excitement that literature can offer?

The oddity of the panel's selections is highlighted by their one "trendy" choice, Robert Cormier's *After the First Death*. Does Mr Readaway seriously defend the literary qualities of this work? I offer TES readers another brief sample of Mr Cormier's prose: "She wet her pants so badly that the trickles down her thighs were like the caresses of moist and obscene fingers." Well?

GEORGE SIMMERS
1 Easthill Close
Brackley
Northants

Staff pay continues to rise

Bill Norris looks at the latest salaries survey

Teachers' salaries in the United States are continuing to increase. The latest annual survey by the American Federation of Teachers shows that average classroom pay is now \$25,240 (£16,284) compared with \$23,551 (£15,194) last year.

The 7.2 per cent increase is more than double the rate of inflation, and starting salaries have risen even faster, now averaging \$17,072 (£11,000) - an increase of 11 per cent.

The AFT, however, is not satisfied. The survey points out that in real terms the 1986 salaries still fall short of those paid in the early 1970s. Mr Harold Nelson, assistant director of research, said last week that the increase was encouraging, "but the war goes on to make teaching competitive with other professions". Starting salaries for en-

gineers are 62 per cent higher, and for liberal arts graduates 14 per cent. There is a wide variation of salaries paid to teachers in different states. Alaska, where the cost of living is astronomical, tops the table with \$41,647 (£27,000).

Washington DC comes second with an average of \$32,067, and New York third at \$30,490. The lowest salaries are paid in South Dakota, where the average teacher now earns \$18,095.

The southern states have maintained their traditional place in the bottom half of the table, but things are improving. In Georgia, salaries shot up by 45 per cent over the past year - the biggest single rise for any state - and South Carolina was not far behind with an increase of 30 per cent.

Getting to know the Reds next door

FINLAND

A campaign has been launched to combat what has been seen as an upsurge of anti-Sovietism among young Finns. Seventy-seven national organizations, including the Board of Education and the Union of Teachers, are taking part.

The project, called "Know Your Neighbour", is the brainchild of the Finnish-Soviet Society, easily the largest organization promoting friendship between Finland and other individual countries.

Negative attitudes towards the Soviet Union have arisen despite - or because of - the fact that Finland shares an 800-mile border with its superpower neighbour, and official declarations of mutual amity pour forth constantly. They contrast with the efforts of some radio and television programmes - obviously rarely heard or viewed by youth - to show the USSR in a good light.

"Know Your Neighbour" will focus much of its activity on schools. Part of the £50,000 or so pledged until the end of 1987 will come from private business, which has a special interest in trading with the Russians. The Board of Education is despatching a circular to teachers explaining the project, and giving details of video tapes and materials for pupils' information.

The aim is to get Finland's Scandinavian neighbours - Sweden, Denmark

and Norway - interested in the scheme. Soviet rock concerts are a planned attraction, as are friendship festivals for 700-800 Finnish pupils next year. Four hundred have already attended a "peace rally" in the Estonian capital Tallinn. Amid the din of rock music, the organizations present endorsed an end to the nuclear arms race and a nuclear test ban.

Supporters say that resolutions adopted at such events will be in line with "official diplomacy". But it will be interesting to see whether a remarkably apolitical generation of youth will be inveigled into upholding awkward political resolutions - something that would not happen to school parties visiting, say, Sweden.

Until now, it seems fair to say, travel has failed to broaden the minds of Finnish youngsters about the Soviet Union - though the presence on such journeys of besotted Finnish "vodka tourists" is undoubtedly one factor that soured impressions.

One strange by-product of Finland's geographical position is a juvenile adulation of the American lifestyle that goes beyond many such manifestations in Western Europe.

Only 1 per cent of comprehensive school pupils and 5 per cent of gymnasium students study Russian. A mere 10,000 of the Finnish-Soviet society's 115,000 members are aged under 30.

Donald Fields

Drive to boost key strokes

FRANCE

Mary Follain on a slow start to the micro boom

France is trying again to make up for a slow start in using micros in schools. The new Education Minister, M. Rene Monory, criticizes the "Micros For All" programme launched by the previous socialist government in 1985 for not giving teachers proper training or clear instructions in the use of computers in their lessons with the result that many of the 160,000 micros now in schools are lying idle in cupboards.

Micros have two main functions in education, according to M. Monory who, as Mayor of Loudun near Poitiers, was an enthusiastic promoter of micros in schools in his area, even before the former Prime Minister, M. Laurent Fabius, made it Government policy.

Teachers must in future, he said, limit themselves to simulation and data based work, except in upper secondary classes where pupils will be offered more advanced optional classes by a new, specialist, teaching corps.

He is anxious for France "to catch up with Europe and America, whose big and worrying advance over us is a threat to French identity and culture". Teachers will be asked to submit projects for programmes according to ministerial specifications for a competition next September.

They must limit themselves to M. Monory's two teaching functions and the projects will then be written by specialists in the industry.



160,000 micros lying idle in schools

M. Monory hopes that his clearly defined teaching aids will result in the production of better education programmes since these are still sorely lacking despite the libraries of 697 programmes built up under his Socialist predecessors.

He is anxious for France "to catch up with Europe and America, whose big and worrying advance over us is a threat to French identity and culture".

Teachers will be asked to submit projects for programmes according to ministerial specifications for a competition next September.

They must limit themselves to M. Monory's two teaching functions and the projects will then be written by specialists in the industry.

M. Monory is abandoning his predecessors' protectionist policies which excluded foreign micro manufacturers and is throwing the programme market open to foreign competition. France is

now a "fabulous market", says M. Monory, for programmes and he hopes French industrialists will respond to the challenge.

Reluctant to quote precise figures at this stage, M. Monory says that the provision of programmes will be a priority in next year's budget and about 100 million francs will be set aside.

Private schools, which were left out of the "Micros For All" programme, are to be equipped with some 20,000 of a cost of 300 million francs, half of which is to come from the Education Ministry and half from the industry.

Many private schools have already bought their own computers.

Although M. Monory recognizes that existing training courses in the use of micros are "too short and poorly conceived", he has not announced improvements and is relying mainly on their ability to train themselves.

LETTERS

Modern methods

Sir - Another educational handwagon grinds to a broken-down halt - "modern" mathematics. A whole generation of children has been raised in the process. One could question the specious reasons for the five-year delay in publishing the report. However, although having to teach the topic to O level, I have some satisfaction in being one of a sixth-form college maths team who resisted the pressures to introduce it at A level at the expense of "traditional" mathematics. It was not mere obstinacy - we had taken the trouble to consult those who used mathematics in commerce, industry, FE, polytechnic and university; all requested the traditional learning.

Which "bandwagon" will be next to be exposed for its basic irrelevance to 80 to 90 per cent of pupils? Surely, the "pure" sciences!

At great cost of staff and equipment, they dominate the scene, largely at the expense of "technology" with which almost the whole population is involved. Even Denmark, predominantly agricultural, has two periods of technology a week for all pupils to the age of 18. The accent is especially on the technology of home and garage wherein there is a world of science and engineering.

Is anyone in this country officially exploring this option?

D HINDSON
Poplar Cottage
The Street
Bradfield Combust
Bury St Edmunds
Suffolk

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Why maths gets a raw deal

Sir - During the past couple of weeks *The TES*, together with some national daily papers, has published several articles on the shortage of mathematics and science teachers in schools. It is clearly disappointing to Kenneth Baker that the teaching profession will not accept the suggestion that mathematics and science teachers should be paid more than others.

Consequently, it is hard to understand the fact that, at present, mathematics teachers are paid less than other teachers. I refer not to salaries, but to the money made avail-

able to teachers to purchase equipment and consumables for use in connection with their teaching. There is good evidence that, in secondary schools, mathematics departments, together with English and humanities departments, have least money per student per hour of teaching to spend for these purposes.

Take computers, for example. Some people argue that the shortage of mathematics teachers is not helped by the fact that computer studies is frequently taught by those qualified to teach mathematics. Be this as it may, if

computers are to be used to support the teaching of curriculum subjects, surely mathematics has a good claim to be one of those subjects.

It would not seem unreasonable to expect a computer to be permanently available in every secondary and primary classroom where mathematics is taught, to be used as and when required. It is surely scandalous that, in many secondary schools, there is not even one computer permanently available to the mathematics department (and I do not count computers which are for most of the week only available

to pupils taking computer studies). If we are serious about attracting teachers of mathematics into schools we can at least provide mathematics departments with sufficient money to make the teaching of mathematics a bit more than "dead and talk".

DEREK BALL
Editor
Micromath
Kings Chambers
Queen Street
Derby

Church and college

Sir - Judging by the response to Bert Lodge's report on the degree of Christian commitment in Anglican schools and colleges ("Christian influence remains strong", July 11) there is some cause for justifiable concern. (It can be said that roughly the same trend regarding religious commitment would be evident in Roman Catholic colleges of higher education.)

The voluntary colleges were founded to provide Christian teachers for Christian schools (or, put another way, denominational teachers for denominational schools). More recently, during the 1970s, with rationalization of teacher training and the consequent diversification of academic programmes, this priority has had to give way in the struggle for survival.

It is clear that, with the loss or diminution of their traditional role, the voluntary colleges have had to take stock of themselves to denote what special contribution they have to offer within the educational system. Whatever the changes they have been faced with, if they are in danger of losing their Christian character they are in

danger of losing their very reason to exist.

The voluntary colleges have a special place within the education system but it is not one which can be guaranteed in perpetuity, but one which still has to be earned.

In the way they are allowed to govern themselves voluntary colleges are not subject to local education authorities but are directly accountable to the DES and as such enjoy a degree of autonomy not found in the maintained sector. Far from taking refuge in exclusive autocracies, voluntary colleges should be able to avail themselves of the opportunity of developing model systems of Christian democratic management right across the voluntary sector.

Whatever financial stringencies are imposed upon educational provision, the traditional voluntary college philosophy of caring and social responsibility should be able to justify itself by offering inspiration to staff and students alike.

PATRICK HOLLAND
3 Langley Road
Prestwich
Manchester

Development issues

Sir - With reference to my article about Tigray (*TES* June 11) unfortunately it was sub-edited such a way that I feel it misrepresented the TPLF.

The Tigrayan People's Liberation Front is not an independence movement. It is the legitimate government - the only government - of 85 per cent of Tigray. The TPLF is not a national movement; it has no wish for an independent Tigray. It is a liberation movement working for a united socialist Ethiopia.

To give readers an idea of the political orientation of the TPLF, I like you to print in full the quotations which were a key part of the original article:

"Development is material and psychological. Material conditions need a development in order for people to develop intellectually. If development is to be full, then it isn't development in the full meaning of the word. We would say that capitalism is more developed than feudalism, but we want our country to develop in terms of the relationship between people, not only materially, but there are cars for the benefit of the few while millions starve, this is not development - it is merely material acquisition for the few. Real development has to end exploitation. Education has an important part to play in development..." (Mebrat, Organiser of the Women's Higher Education Front, February 1986)

"We need to be very critical of the models of schooling which we have inherited from hierarchically organized societies. Curriculum development is our first priority... we have information on the curriculum in the USA and Britain but their educational systems serve capitalist societies. The psychology of education and pedagogy are inappropriate for developing Third World countries..." (Ocha Adnu, TPLF Education Department)

Detailed transcripts of interviews with Tigrayan people are available from the Association for Curriculum Development.

The original title of the article was Education for Development. The Tigrayan example; the by-line suggested that people in Britain may have something to learn from people in Tigray, and that this was a far more realistic start than the sensationalist and idealizing "Famine fails to stop rebellion in the classroom".

DAWN GILL
ILEA Centre for
Anti-Racist Education
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Overseas rights

Sir - The following is a letter from Mossoud Abdolmalicki, an MSE graduate of the University of Southampton, representing the views of overseas students at our students' union.

"It is very difficult to express oneself when it really hurts, but I would like to try my best to do so for an important cause."

"As a student from overseas, I have been living in the UK for over 10 years during which my further and higher education up to a second degree has been completed. I am very grateful to all my decent teachers and lecturers and above all, to an education system which enabled me to learn valuable knowledge, hopefully to pass on to less fortunate people."

"There must be at least hundreds of other overseas students who like myself were classified as a home student after having spent three years in further education (before 1980). Some even applied and received grants from local education authorities, particularly after the ruling of the House of Lords which clearly defined the ambiguous term 'ordinary resident in the UK'."

"However, because of the introduction of a new rule in July 1983, all those having already been classified as home students suddenly found themselves being regarded as overseas students as far as higher degree courses were concerned. A few most unfortunate ones did not know this until they had

actually begun and committed themselves to a higher degree."

"Much to my disappointment, I shall have to pursue further research in another European country despite many problems as I simply cannot afford to pay £5,000 a year for unjustifiable fees, whereas I will pay, at the most, £1,000 in any other European country."

"Finally, I would like to end my letter with a question. Should education



be a justified right for everyone regardless of one's financial ability, nationality or colour of skin? Or should it be a mere privilege to pay dearly for? I have found a reasonable reply through a good English friend: 'Education is a privilege which must be an equal right for everyone.'

"If the British system of justice and education wishes to uphold its traditions, it should not keep quiet about this very justified plea."

MURZILINE PARCHMENT
President
Students' Union
Southampton University

War of words

Sir - In his letter (*TES*, July 4) in response to my article ("Boys' own papers", June 13) Mr Towne has really confirmed my point that teachers need to develop new habits of thinking.

I am no historian. My knowledge of the Roses period is sketchy to say the least, and my comment about the effect on the civilian population was originally made by the historian who examined the history papers. I should be interested to know what evidence "modern historians" used when coming to the conclusion that the impact of the wars on everyday life was small.

If this war is so important that its causes are the subject of examination questions, even though military operations were so scattered, why is it not necessary to ask questions about the effects of the few engagements that did take place on the ordinary people, who happened to get in the way? Were

soldiers in those days so well paid that they went round buying their provisions? Were they all eager volunteers? What happened to their families while they were away? Was no one injured or killed? Did a welfare state look after the families of those who were caught up on the "wrong side"?

It might also be fruitful to consider the question of whether there was a breakdown of justice during the period. Were judges and justices completely unbiased? Could people get compensation for losses suffered because of the fighting? Even if the answers in both cases are that there was no effect, this would surely be sufficiently unusual to warrant an investigation of why not, or even comparative questions.

ELIZABETH HENDRY
152 Park Street Lane
Park Street
St Albans



What about the civilian casualties?

The ritual of reports

RICHARD BROWN

A friend recently attended an end-of-year consultation evening at her local school to discuss her eight-year-old daughter's progress with the class teacher. She seemed vaguely uneasy about the favourable picture that had been painted: the child was doing well, scores were high in this and that, and there were efficient-looking columns of marks in the teacher's record book to prove it.

She knew that her daughter was getting plenty of number work, reading, spelling, handwriting and English exercises - all carefully graded, totted up, ticked. "But nothing creative," she said, crystallizing her unease, "no stories, plays, music, that sort of thing."

Her problem was that she rightly expected a lot more, but like most parents she was not well-informed enough about good primary practice to be able to frame the right questions - the ones that would reveal the limits of her child's education. Her unease

remained unspoken and she was forced to accept the teacher's narrow vision.

I suggested a practical solution. Why not get up a working party of parents, governors, and willing teaching staff to draw up a brief list of simple but revealing questions? Some of these could be asked when parent meets teacher about what was on offer to the child during the year, how the child responded and what the child's prospects were.

The list could be circulated to all parents in a pamphlet or as part of the information booklet which schools regularly send parents.

The sort of questions I have in mind are:

Reading Do you find she turns to books with pleasure? What should she do if she is bored with her reading book? Does she enjoy poetry? Can she use information books successfully? Does she share her enthusiasm with others?

Writing Does she enjoy writing? What types of writing does she find difficult? Have you noticed any improvement during the year in the way she expresses herself? How is she doing with the technical aspects of writing: punctuation, handwriting, spelling?

Spelling Why does she have to memorize so many words each week which she's hardly ever going to use?

How is she taught to learn spellings? At What types of picture making has she tried this year? What 3-D work has she done?

Drama What is she like in improvised drama? Has she performed in front of a large group this year?

Music What music does she do besides the recorder?

Multicultural studies Has anything multicultural in RE or other subjects been tackled this year?

Science What has she investigated in the last term?

The child You say my child is having difficulty with x: what are you doing to help her overcome this difficulty? I showed the above to my friend. She was not impressed. "There's no parental organization. And the teachers wouldn't agree with it," she said. Self-defeating or realistic? Either way, it's hardly satisfactory.

She feels powerless to influence her child's education for the better: what has she got to counter those neat columns of marks? With specific questions to ask she would begin to be better informed, and the end-of-term meetings would add up to a little more than the ransoming rituals they so often prove to be.

Richard Brown is advisory teacher for English in primary schools at the Ludlow House Teachers' Centre, Leicester.

Calculated play

JANINE BLINKO

There is little or no evidence to support the idea that girls are less able at mathematics, or less intellectually inclined towards the subject, than boys. Last summer's results for CSE and GCE O level in the London borough of Havering showed that the numbers of girls both entering and passing the exams were very similar to the numbers of boys.

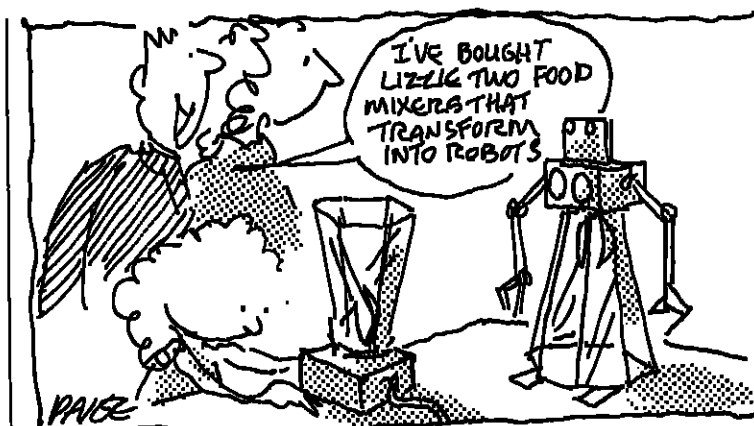
But girls are still far less likely than boys to pursue a career which demands a higher level of mathematical success. At A level, 71.7 per cent of girls passed mathematics, compared with 66.5 per cent of boys, but only 60 girls took the subject, compared with 176 boys.

As a preliminary step to developing an equal opportunities policy in Havering, we decided to find out more about girls' and boys' attitudes to mathematics. Six hundred children between six and 12 wrote a story about "A day in my life when I am 30", and answered a questionnaire about what they would play with at home.

Nearly all the stories described the jobs the children thought they might be doing, and boys and girls had very different aspirations.

We sorted the jobs the children mentioned into two groups: aspirational - those which posed a career challenge, and in most cases involved some kind of management, and non-aspirational. According to the classification, only 9 per cent of the girls and 40 per cent of the boys aspired to great things.

The boys' stories resulted in a far longer list of jobs which they saw as accessible. The total was 58 different jobs, in 173 stories. In comparison, out



of 190 stories from girls, only 32 different job choices were made. Two-thirds of the girls expected to be shop assistants, hairdressers, teachers, housewives or nurses. The boys' choices were far more widespread.

A number of the girls seemed torn with comments like "If I don't get married I want to be...". In effect they saw the future as an either/or situation. Whether this is a conscious aspiration or not, it could affect the aspirations they have for themselves.

In answer to questions about whether or not they liked mathematics and thought they were good at it, 16 per cent of the girls and 24 per cent of the boys expressed confidence in their abilities. This is not conclusive, but does indicate that girls are less confident in mathematics.

The question is why are they less confident. Research conducted by Anita Straker (see "Positive Steps", *TES*, April 5, 1985) led her to argue that pre-school and home experiences influenced the development in girls of a disinclination towards mathematics. This was because they did not play with toys, such as *Lego*, which led to the development of sound spatial problem-solving skills.

The children in the Havering re-

search were asked to identify their favourite toys. The results, which confirm Straker's findings, are as follows:

Favourite Toys	
Girls	Boys
Care Bear	31
Doll	25
Teddy	16
Computer	13
Sindy	12
Barbie	12
Boys	
Computer	49
Transformers	32
Lego	23
Remote control car	21
Cars	14
Atari	7

Perhaps girls should be taught to play with toys that help them mathematically. With guidance they will quickly learn to appreciate activities the media fails to encourage in them. If girls do not receive this encouragement and guidance at home, then surely it is up to the school to do so.

Janine Blinko is advisory mathematics teacher for the London Borough of Havering.

Librarians and GCSE

JOHN WAITE

The GCSE provides an opportunity for school librarians to demonstrate that resources in their care can become the centre of activities within the school, particularly as coursework is to play such an important role in the new curriculum. The school librarian is in an ideal position to help staff who may not have experienced this way of working, through CSE Mode 3.

In an attempt to improve the use made of our library, and knowing that a new examination system would eventually arrive, I introduced a scheme of instruction in library use; in the first instance for pupils entering the senior school at the age of eleven, though information seeking skills need reinforcement regularly throughout the school, as faults in study techniques become painfully apparent during the fifth year, when pupils are faced with preparation for external examinations.

I have compared two instruction methods:

1. Specially designed games and activities suitable for 11-year-old pupils;
2. Traditional teaching, including discussions about the topics in the scheme.

Both methods were pre and post-tested, using control groups who had no instruction; it was found that instruction does result in an improvement in library use, but that no single technique is universally effective. During the past year a modified scheme, incorporating the most successful method for each topic, has been tested.

Some of the games used are:

● *Alphabet Snail*, a board game using a cartoon snail's shell marked in sections, some of which are lettered. Players are dealt cards bearing the title and author's name of books in the library. When a player lands on a lettered section, the other players each hand over a card with that letter, then the player arranges them into alphabetical sequence before the game continues.

● *Fact Finder Game*, also a board game, designed to show the range of reference material in the library. The board is similar to a chess board, movement from square to square is decided by throwing two dice - reference.

John Waite is teacher-librarian at The senior school, an independent school for girls.



opinion has been overwhelmingly positive about the aims of the courses and the teaching techniques. A similar exercise in consumer response to the existing A level provision might make interesting reading.

The PE course perhaps deserves a particular mention because it has no real equivalent at A level. It combines coaching in a number of sports to a high standard (starting gymnastics at 17 and passing an assessment in nine months is no mean achievement) with the more theoretical study of fitness and physiology and includes a "child study" involving children from a local junior school and an individual project. This course has filled the gap for students who need a serious training in PE prior to an application to a PE course. It has also helped develop poise and confidence in those who lack it.

The evidence we have suggests that, even when applying the narrow test of going on to the right job or the right course, our students are not disadvantaged by taking supplementary studies. When we carefully explained the

rationale behind the somewhat unusual qualification in students' references, the suspicion of employers and admission tutors has turned into curiosity, and then into genuine interest. Employers have reacted very positively to the types of skills we seek to foster: communication, problem solving, ability to work without supervision, independence and initiative would all be high on the list of most personnel managers.

The supplementary studies scheme certainly compares favourably with probable alternatives, whether struggling on with a third A level, with harmful effects on the student's morale and other A levels, or the narrow diet of a two A level course on its own. Indeed, the essential *raison d'être* of supplementary studies was to replace these two undesirable with courses which make learning a partnership and student and tutor enjoyment a main priority.

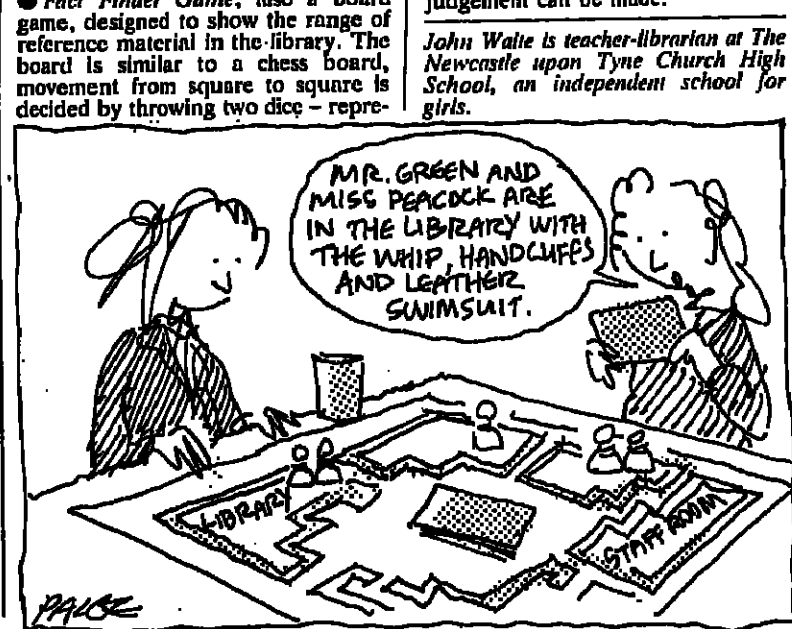
The results for this modified scheme are not yet analysed, but the pupils obviously enjoyed the work and were disappointed when the course ended for this year.

Pupils complete their first year in the senior school with a basic knowledge of a range of library and information seeking skills, including the card catalogue, the microfiche reader and the fundamental ideas of skimming for key words in addition to those covered by the games already described. This basic knowledge is now being reinforced with the present third year, giving particular attention to the needs for the coursework projects to be included in their GCSE studies.

Concern has been voiced about the high cost to schools which the introduction of the GCSE will cause. I believe that to some small extent, the school librarian can help to maximise effectiveness while minimising expense. Extra material of a supportive nature, which the GCSE calls for, may be useful in several subject areas; for example, statistical publications are used in economics, geography and mathematics. The school librarian, in collaboration with other teaching staff, is in a position to coordinate the requirements of various departments; savings can be achieved by buying for the school library/resource centre and making these facilities available to everyone, instead of separate departments each buying similar material.

The cost of the scheme of instruction outlined here was kept to a minimum by producing master copies of the original material and reproducing them, as needed, within the school. The games and activities were designed in such a way that they are capable of adaptation to the needs of other schools in both the independent and state sectors. Comments from other teaching staff indicate that the scheme is already producing a pleasing improvement, but clearly, several years will have to elapse before a true judgement can be made.

John Waite is teacher-librarian at The senior school, an independent school for girls.



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Mark Dunkerley is head of supplementary studies at Solihull Sixth Form College.

ZZZ

(2 esp. pronounciation) - used as a visual representation of sleep or snoring esp. in cartoons (limit. of snoring).

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FEATURES

What's in a name?



Sarah Farley visits a new children's clinic that is as difficult to define as some of the minor medical causes of underachievement it specialises in

One senses that Dr Audrey Wisbey experienced a certain amount of mischievous glee in calling her establishment on the outskirts of Cranleigh, Surrey, simply by the name of "Nanhurst". Her aversion to the authorities' habit of pigeon-holing and labelling prevented her from attempting a formal descriptive name. "They" may have wanted to call it a screening clinic, or hospital, or demonstration school, or in-service training centre, or research centre. But Nanhurst is all of these things.

Having a friendly, personal name does not detract from Nanhurst's professional approach to children who have trouble learning to read, spell and write. Most of them are between seven and 16, and are intelligent but are underachieving because of a medical problem connected with sight, hearing or allergy, that has either previously gone undetected or has not been sufficiently remedied.

"Too many children in this country are failing at school because they are not being given a chance to learn," says Dr Wisbey. "They have minor medical problems that do not seem to their doctor or teacher to amount to much and so are discounted as the reason for the child being slow to read. But how many experienced teachers can recall the child with the permanently runny nose whose spelling is appalling? The two factors are not unconnected."

Dr Wisbey took a degree in music, education and psychology. She spent three years as a county adviser. It was head of a special school and several more as a university and college of education lecturer. As her experience grew, so did her conviction that if only the learning problems of an underachieving child could be assessed in tandem with full medical examination, many of the difficulties that had been shrugged off as inherent personality complications or educational subnormality could be treated and overcome.

"Many children have a history of poor hearing in their early childhood," she says. "Their lack of hearing would not be bad enough for them to be called deaf". But a lot of colds, glue ears, adenoids or catarrh can cause a child's hearing to become slightly less acute. When a child is learning the sounds of a language, he needs to have unimpaired hearing. If he can't hear the difference between words like 'ship' and 'sheep' how can he possibly do well in his spelling tests?"

Much of Dr Wisbey's work has been connected with dyslexia, a controversial subject about which she has written books and presented a BBC radio course. "If a child has failed to become lexie, it doesn't matter whether the problem is called dyslexia or anything else," she says. "What I am interested in is why the child is not lexie and what can we do to help."

Nanhurst is one of Dr Wisbey's ambitions achieved. Children come there either at their parents' behest, or that of a doctor, teacher, or the social services. "In some cases the children are self-referred," Dr Wisbey said. "When Nanhurst first opened, I was talking on the BBC's *Medical Express* about it and as a result several children persuaded their parents that they wanted to try it."

The first step is to attend the screening clinic for a full day, the company assembled to investigate possible impediments include a paediatrician,

allergist, neurophysiologist, clinical psychologist, audiologist, dentist, orthoptist, physiotherapist and sometimes an endocrinologist who looks at hormonal problems. Two teachers, one specializing in language, the other in mathematics, supervise the educational testing.

While the children are being screened, the parents attend advisory sessions and demonstrations of remedial methodology. Teachers from the child's school are also invited to attend some of the sessions.

Following the screening, reports are sent to parents and general practitioners and, with parents' consent, to the child's school. Recommendations are made about medical treatment and remedial education is necessary. If long-term treatment is necessary, parents can ask for their child to attend the Nanhurst hospital and school for simultaneous medical and educational attention. In some cases, local authorities will fund the educational portion, while medical fees are usually covered by private schemes.

"When we opened two years ago, we had intended to start with 15 children," recalls Dr Wisbey. "But 28 turned up - the parents of the other 13 simply brought their application forms with them. We had hardly enough space ready for them all but we managed somehow. Now there are 45 children resident here. Two are supposed to be day pupils, but they never seem to go home."

The huge mansion began life as Gladstone's, out-of-town residence and still retains a touch of grandeur. Music can be heard issuing from rooms on every floor, including the carved wood-panelled chamber which now houses the keyboard instruments that each child has to learn to play.

Musical activity is central to Dr Wisbey's teaching. "It allows a child to experience and so learn all the auditory ingredients of language, one at a time, in a logical, progressive manner," she



Now hear this: comprehensive medical and educational screening.

explained. "It can be repeated consistently and repetition is vital. All the children play keyboard music and a wind instrument, which also aids their respiratory development. We are very lucky in that bandmen from the Royal Military School of Music come here to teach. The children love it."

The element of repetition is carried over into language teaching. Each child's vocabulary is carefully assessed by a "language integrator" who devises a programme for the child in liaison with subject teachers, so that key words for that week or term are used as frequently as possible.

The standard curriculum subjects are taught at Nanhurst Lending, where appropriate, to Common Entrance or O level examinations. There are eight full-time and eight part-time teaching staff who provide a wide range of subjects. Dance, drama and physical activities are daily features.

Dr Wisbey wishes to help as many underachieving

children as she can. To do this, she reaches beyond Nanhurst, giving literally hundreds of in-service lectures at teachers' centres. "The methods we use at Nanhurst can easily be transferred to any school classroom," she maintains. "Many children with the sort of problems we are talking about do not require individual attention - in fact they often need to learn to concentrate more in a group."

One-day courses for teachers are organized regularly at Nanhurst and are well-attended. In addition, in-service residential courses are held for teachers wanting to learn about Dr Wisbey's ideas and methods. Dorothy Arncliffe, who organizes the in-service training at Nanhurst, previously ran a teachers' centre in Leicestershire.

"When Dr Wisbey came to the centre, her lectures were always packed out," she said. "Since I came to work here, I am even more impressed by her methods. There are many examples of children who had been branded as hopeless cases not making great progress. Several who had been turned down by schools of their choice have now been accepted. One boy had been at a special school but you would never believe it if you saw his work at Nanhurst."

Children usually stay at Nanhurst for between two and three years. Dr Wisbey advises parents about what school would suit their child after they have left. "Only very rarely do they go back to their original school," she said. "Their improvement often rests on their confidence and if that is undermined by one thoughtless sarcastic remark, they could just give up the struggle."

Another proposed development which Dr Wisbey is excited about is a mother and toddler unit. "It is often at the toddler stage, when children are just learning to speak, that a problem becomes noticeable," she said. "We hope to provide rooms for eight mothers and their children so that they can stay for a few days while the children are assessed."

So another dimension is to be added to Dr Wisbey's Nanhurst, a sanctuary for children and a challenge for other professionals.

For further information contact: "Nanhurst", Elmbridge Road, Cranleigh, near Guildford, Surrey GU6 1JX. Tel: (0483) 275121.



'If a child has failed to become lexie it doesn't matter whether you call it dyslexia or anything else . . .'



Children in residence have daily dance, drama or other physical activities and music is central to Audrey Wisbey's teaching.



FEATURES

Double decomposition



Now let us mourn the O level essay, says Hilary Moriarty

Essay, essay, essay - have you noticed what's happened to O level questions lately? The O level essay as we knew and loved it seems to have disappeared completely.

I still have my O level papers, and most of them were short. O level biology in particular haunts me. It was a small piece of paper, with eleven questions on it, and you had to answer five.

Diagrams were frequently called for, but the basic demand was for full essay answers: "Give an illustrated description of the development with metamorphosis, from the egg to the adult, of a named insect. State how this metamorphosis differs from that of a frog."

Or how about: "What is the essential feature of the process of sexual reproduction? Write a brief account of sexual reproduction in (a) a named fern, (b) a flowering plant, (c) mucus or any other mould fungus."

I write them out, and I think now as I did then: "There's no answer to that." But this year, while invigilating public examinations, I glanced at some of the papers, the essay was gone. In its place is the structured question. One human biology paper I saw - O level, not CSE - ran to some eight pages and was answerable on the paper. There were little gaps for one-word or short phrases or two-sentence answers. Candidates were given a diagram of the eye and asked to name the parts labelled (a), (b), (c) and (d).

In my day it was: "Give an account of the structure of the mammalian eye, with diagram, and explain in detail how objects may be clearly seen and how the amount of light entering the eye may be controlled."

Having failed biology three times, I may be particularly sensitive to the fact that it certainly looks to me a doddle to pass it now. But I found much the same approach in other papers.

In food and nutrition, for instance, I nearly fell off my invigilating chair when I saw "What is meant by 'ceramic hob'?" Or "What do you understand by the term 'split level' with reference to cookers?" Or "What two pieces of small electrical equipment would you recommend to someone going to live alone in a small flat?" For that question, you did have to give reasons for your answers, but it didn't seem to me that it was a taxing question if you'd spent two years in a food and nutrition O level class.

Geography disappeared from my timetable in form three. But even I felt I might pass a paper in

which there were questions such as "Why did the American government set up Indian reservations, and why are some Indians reluctant to live in them?" Or "Give reasons for the development of Brighton and Worthing as retirement towns." For three marks, I think I could come up with something plausible.

My own children recently discovered an old school notebook of mine. It was like hearing voices from the grave to read my pencilled notes for an essay entitled, "Napoleon the Third was no Napoleon, and the Second Empire was no Empire. Discuss."

Is anything like that offered to candidates in history today? No, it seems to be a huge paper offering historical information in various forms - diaries, reports, contemporary journalism, graphs - with short questions appended. The paper tests the candidates' capacity to handle historical material, but questions like "Outline the career and achievements of Gladstone" have gone with the wind.

Suddenly I realize why my English pupils display an absolute reluctance to write essays. They simply do not need them any more. And when in English they are required to write them, they do it badly because they get no practice anywhere else.

English language and literature seem to be holding on to the old tradition for the moment. But no doubt the day will come when literature questions are reduced to ten short questions demanding equally brief answers: "What were the witches' prophecies to Macbeth? How did Macbeth react? Who urged him to commit murder? Name Macbeth's victims throughout the play."

Well, if you answer those correctly, you prove you know the play, don't you? So what has been lost? God knows it's hard to define. It is to do with the discipline and ordering of thoughts and the assimilation of material so that it can be produced for others as necessary. The essay demanded a greater participation from the candidate and a clearer expression of all that had been learned.

Writing an essay was a little like being given a knife and fork and your own meal to eat in civilised company. Some of the papers I saw this summer seemed to sit the candidate in a high chair, and approach him with a patronising spoon.

Hilary Moriarty teaches in Gloucestershire

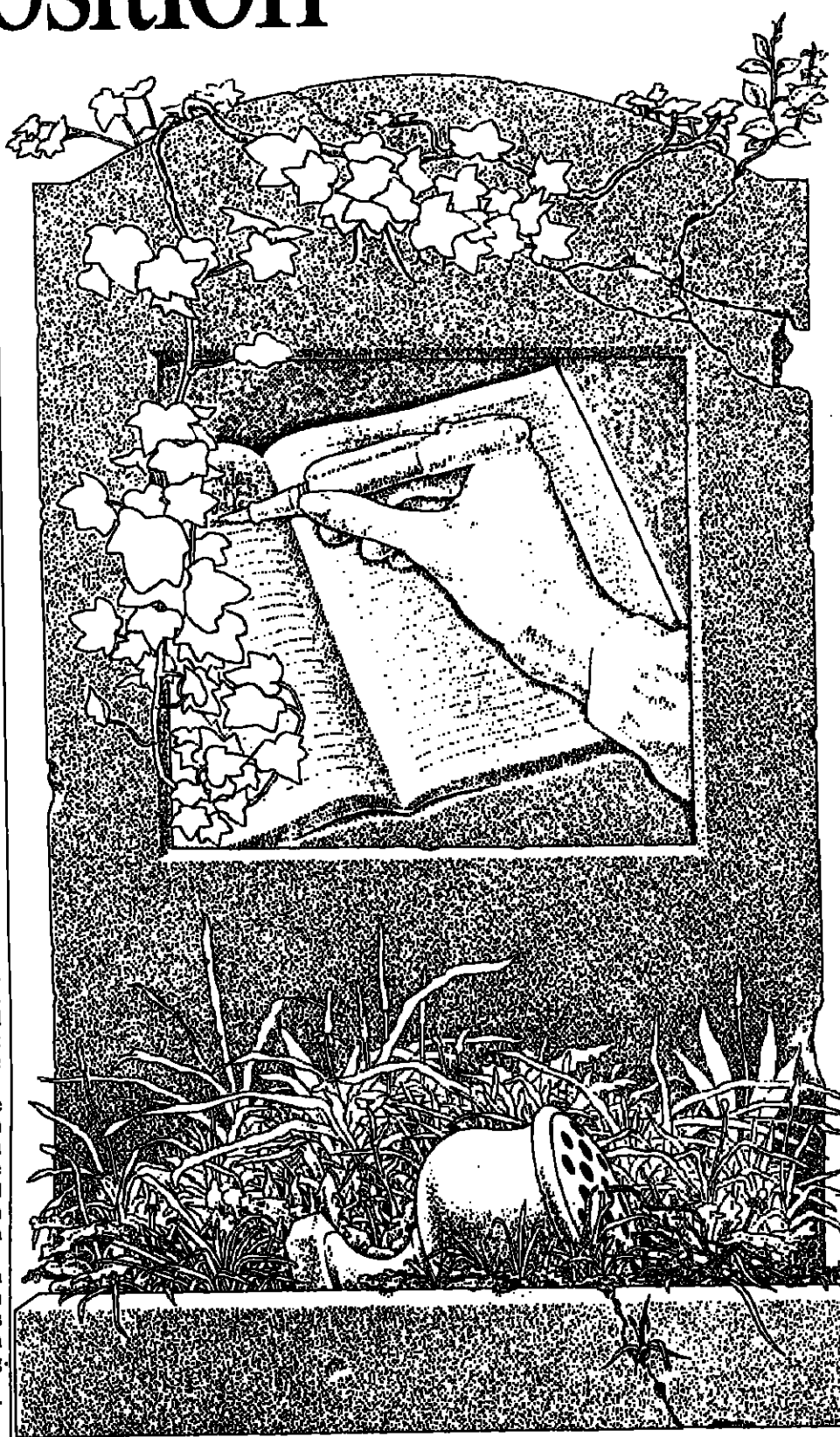


Illustration by Michael Doherty

First catch your governor

Heads were suspicious, but a training course for governors has become a cascade, Bob Doe reports

An Eastbourne college of further education has won praise from the local education authority for its innovative training for school governors - though some of the schools which might have been expected to benefit have seemed less than keen to encourage their governors to participate.

Concern about the lack of training for governors surfaced in the town through an association of teachers, parents and governors who meet regularly to discuss educational issues. The idea was quickly taken up by Eastbourne College of Arts and Technology.

"The tech came to rescue," said Graham Bond, now the course tutor and a former primary head in nearby Hailsham who distinguished himself by being one of the few people to write to *The TES* in favour of the 1984 Green Paper proposal for a majority of parents on school governing bodies.

With somewhere - and someone - to run the course, next catch your governors. Contacting them proved surprisingly difficult. Notices sent out via schools produced little response, and it was only after the local paper publicized the planned course that many governors got to hear about it. Applications started rolling in and the course rapidly became so oversubscribed that a second and then a third had to be arranged.

This reticence to pass on details to governors may suggest that better informed governors are not exactly welcomed by some headteachers. When one told the head of his school that he intended going on the course, it seemed to be regarded as a hostile act: "I thought we were all friends here," said the wounded head.

But the reaction of county councillors on East Sussex's schools sub-committee, when they heard of the tech's initiative, was enthusiastic. They commended it to other colleges in the county with the hope that they would follow suit.

The 20 trainee governors on the first course paid £6 a head for the six-week evening course. It covered the changing responsibilities of governors in the light of recent and impending legislation; their role in overseeing the curriculum and appointing staff; relations with the community and the conduct of the governors' meetings.

Experienced governors and headteachers were brought in, mock interviews were staged and the course drew on some of the materials of the Open

University course for school governors.

With most governors being pitched in to schools at the deep end, without any experience or training, the course was clearly of considerable help to those who went on it. "You don't realize how ignorant you are until you start seeing some of the stuff," said one who had particularly appreciated the chance to see and discuss the OU *Governing Schools* video.

"The course has been an appetite whetter," said another. "It showed us how much we don't know." And a third spoke of the confidence it had given her to ask questions when she didn't understand and to raise issues she felt important.

A parent governor had been reassured to find she was not the only one who did not agree with the headteacher's assertion that all a parent governor was required and entitled to do was to attend a once-termly governors' meeting.

On the last evening of the first course, the participants were clearly hungry for more. Graham Bond admitted that aspects like the curriculum had to be treated pretty perfunctorily: "We could have spent five or six sessions on that aspect alone," he said.

Mary Williams, head of adult studies at the college, was happy to hear proposals for follow up courses and is even considering a course for people who think they might like to become governors.

Finding suitable tutors is the main problem. "It

is very difficult to find people with the right experience," said Mary Williams. "You can't have someone from further education to do it. It needs to be a cooperative effort between colleges and schools."

East Sussex is not leaving the college to make all the running, however. Having received some of the £110,000 set aside at the end of last year by the Government in education support grants for governor training, the county is now setting up its own scheme to train governors.

It starts in the autumn with training sessions for heads and chairmen of governors. They, in turn, will be provided with materials (including those jointly produced by the Society of Education Officers and the National Association of Headteachers) and expected to return to their schools to pass on their new-found wisdom to their fellow governors on the now famous "cascade" principle used for the GCSE.

With 750 new governors appointed in the county since 1984, the economy of such an approach clearly appeals. Basing the training in schools or groups of schools may also sharpen its focus for different governing bodies.

But the experience of some Eastbourne governors suggests that not all heads want to help governors to adopt a more active, questioning approach. The county has recognized that some backup from advisers and others may be required, though with 260 schools to cover and little more than £10,000 towards the scheme from the Government, the scope for that is limited.

East Sussex's training plans clearly recognize that without willing and informed heads and chairmen, little improvement in the quality of school governing can be expected.

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Uncharted waters

Peter Brinson on the work of "a self-made historian"

The Worst Street in North London. Campbell Bank, Islington, between the wars. By Jerry White. Routledge & Kegan Paul. History Workshop Series £8.95. 0 7102 0700 X.

The qualities of Jerry White's second contribution to the History Workshop series not only re-emphasize why this series has helped advance the writing of history, but adds new elements of its own. *The Worst Street in North London* is about Campbell Road, known as Campbell Bank, Islington, from the 1880s to its clearance as a slum in the 1950s. Campbell Road quickly came to occupy "a special place in the local housing market, catering for the very poor". Throughout the 70 years of its existence, many, even most, of its inhabitants subsisted on the margins of wage labour and the fringes of the law. "It receives dishonourable mention in social surveys and philanthropic records, and a reforming pamphlet to itself as late as 1943: its residents figure in 400 court reports in local newspapers between 1919 and 1939; it was the object of public complaint by sanitary inspectors, poor law officers, and police court magistrates."

The way White handles this mass of material shows why the series is important. Now 12 titles-strong under the general editorship of Raphael Samuel, it is in general a model of scholarly research and reference. In content and purpose the series is not so much socialist (though it derives from the work of collectives around the socialist and feminist journal *History Workshop*) as an extension and deepening of a now very broad tradition of British historical study. Much influenced by sociologists and economists, the



tradition includes, of course, Marx and the founding fathers of sociology, but also historians and social investigators like Mayhew, the Webbs, Tawney, the Hammonds, Cole, Postgate, A. L. Morton, and, in our own time, Hill, Hobsbawm, Williams, E. P. Thompson, Paul Willis, the work of the Birmingham Centre for Contemporary Cultural Studies, and now the History Workshop Group.

There is a view which sees history, literature, and the arts derive principally from movements of

people rather than individual politicians or fighters for one cause or another. Often the movements are a result of substantial minority influence, as White shows in *Rothschild Buildings*, his first work in the Workshop series, dedicated to the formative years of London's East End Jewish working class. As it developed this work became also an original contribution to history of housing in Britain's inner cities. Thus, as in all sound historiography, there develops a history on two levels - the subject itself which is Jewish eastern-

ers or the inhabitants of Campbell Bank, and the larger world they shape and are shaped by. Victorian housing philosophies, and the tensions of sub-proletarian community culture, outside but inseparable from British working class life between two world wars.

The significance of the series for historical studies then is that themes of this nature, and the directions of historical inquiry they imply, have not been the object of regular analysis before. Therefore new or newish methodologies have to be introduced or extended. White's *The Worst Street in North London* enriches the over-worked area of community studies in four ways. First, an extensive use of oral history combined with a remarkable documentation. This is the basis of the book's historical truth and also of a generous bibliography "to help others into the large, uncharted waters of London between the wars". Second, a computer analysis of the New Survey of London household survey cards at the LSE, backed by the Nuffield Foundation to whom full marks for an imaginative grant. Third, a study of "the changing construction of gender - femininity and masculinity" because "women, especially young women, seemed to me to be the vectors of change". Fourth, and above all, an approach to community studies based resolutely on the notion of continuous change as a fact of life, "the pervasive interaction between class, community, family and individual" rather than the "unhistorical approach in which the community appears as somehow timeless and unchanging".

The result replaces traditional sentiments about slum life with the real economy, violence, values and confusions of a community full of contradictions. White achieves this through his use of oral history. Although a characteristic of the series tends to be the dominance of analysis over narrative, the inhabitants' own descriptions of the Bank are vivid and lasting. If we don't know Lily Abbott and Myra Keen, Lenny Saling and Musher Gates as intimates we know them well enough to sympathize and to learn that morality is made by life, not the other way around. *The Worst Street in North London* is the work of what Raphael Samuel calls "a self-made historian", someone with no academic qualifications. Mr White provides a model of historical writing and interpretations which many academics might follow.

Authority and Conflict: England 1603-1659 (A New History of England 4). By Derek Hirst. Edward Arnold £27.50. 0 7131 6155 8. £9.95. 6156 6.

Faction and Parliament: Essays on Early Stuart History. Edited by Kevin Sharpe. Methuen £6.95. 0 416 39880 4. **The Stuart Constitution 1603-1688.** Documents and Commentary (second edition). By J. P. Kenyon. Cambridge University Press £37.50. 0 521 30810 0. £12.95. 31327 9. **Restoration and Revolution: Political, Social and Religious Writings, 1660-1780.** Edited by William Myers. Croom Helm £19.95. 0 7099 3502 1. £11.95. 3558 7. **An Open Elite? England 1540-1880** (Abridged Edition). By Lawrence Stone and Jeanne C. Fowler Stone. Oxford University Press £6.95. 0 19 28549 7. **English Society 1688-1832: Ideology, Social Structure and Political Practice during the Ancien Regime.** By J. C. D. Clark. Cambridge University Press £30.00. 0 521 30922 0. £10.95. 31383 X.

On Derek Hirst's cover, Charles I meets his sharp and sticky end. It is a moment that colours all our images of the Stuart century, and turns history into a whodunnit. Judicial murder, careless self-destruction, or inevitable

fact? However studiously we pose different questions or seek alternative patterns, it is hard to avoid the automatic classification of all that happened as either cause or consequence of 1649. Less clear cut, perhaps, is the significance of 1832, Jonathan Clark's terminal point; but then, too, revolution overtook a world of privilege and patronage long undermined by economic and social change.

Ten years ago Conrad Russell, viewing "Parliamentary History in Perspective, 1604-1629", warned of the dangers of such hindsight. History lacks the logic of the fictional detective story, and consists of more than carefully planted clues to the inevitable. Russell and other revisionists were busy denying any inexorable progression from James I's accession towards conflict and regicide. Instead, they found twists, turns and reversals as part of a complex sequence, while factional disputes were often sharper within both Court and Country than between their opposing ranks.

Revisionism comes easiest in essay form rather than as sustained narrative. Kevin Sharpe's 1978 *Faction and Parliament* drew together like-minded

scholars to examine from new perspectives the preoccupations and manoeuvres of James, Buckingham, Eliot and those about them. It returns now in paperback, with added editorial comment on the response provoked by its original appearance.

Derek Hirst, whose contribution explored the very utility relationship of "Court, Country and Politics", has now written a full-length treatment combining compact narrative and discursive comment. *Authority and Conflict* is bold and generally successful in embracing the flood of recent ideas, though its pace is uneven and some elisions are frustrating. Its story runs more smoothly after 1625, as Charles I ("among the most inept of English kings") emerges as unwitting villain, locking himself into a collision course. Time and again he makes new enemies or betrays old friends, misunderstands situations and misses opportunities.

As for the new edition of *The Stuart Constitution*, J. P. Kenyon's invaluable documentary collection and incisive commentary take 20 years of revisionism to their magisterial stride. Here is King James still pontificating to an unresponsive audience; but Kenyon

(like Sharpe and Hirst) assures us that his motives and methods should be treated with proper respect. Here is the flood of legislation, speechifying, protestation and remonstrance that brought down absolutism and sparked civil war. Here, soldiers and saints wrestle with unsuspected tensions and pressures to devise some sort of workable state and society; and here kings, ministers and churchmen mull their chances through the Restoration years.

The other authors deal with subjects barely represented in these three books: literary, ideological and social history. *Restoration and Revolution* anthologizes prose from the decades leading up to 1688 to illustrate concern with politics, dogma and ideology. Locke, Halifax and the Royal Society flourished; but so, in that super-articulate Age of Reason, did a host of lesser philosophical talents, whose marginal or forgotten viewpoints are resurrected here.

The Stones' vigorous dissection of our ruling classes covers three centuries, with abundant detail drawn from three disparate counties. The conclusion of their particular detective story

is given away by the question in their title: contrary to what we all thought it was neither common nor easy for aspiring *nouveaux riches* to infiltrate the snobbish elite. England's social fluidity is a myth. This is a fascinating portrait of English society, and its statistics, exhaustively analysed, are convincing. But its handling of anecdotal evidence is much less so. There is some dubious pleading, and some questionable assertions about, for example, Northumberland's aristocrats and their homes.

English Society 1688-1832 is the most thorough-going revision of all, a wide-ranging survey that leaves few familiar landmarks standing and sees even those from new perspectives. Jonathan Clark's subtitle defines his scope and purpose, as he demolishes the anachronistic preconceptions of many a distinguished predecessor to set Ideology and faith centre-stage. The 18th century was not, after all, simply "a seed-bed for the 19th". When the old order in Church and State vanished in the orgy of Reform, Emancipation and Reform of 1828-32, the revolution was due less to shockwaves set up by economic change than to the collapse of the authority and influence of aristocracy, Church and monarchy. Once more, it is clear, we must beware the whodunnit, whether its authors are Marxists, Whigs or liberals.

Puritan values

Puritanism and Revolution. By Christopher Hill. Penguin £4.95. **Society and Puritanism in Pre-Revolutionary England.** By Christopher Hill. Penguin £5.95.

Peregrine Books' re-issue of Christopher Hill's remarkable studies of the English Revolution presents two significant opportunities. First published in 1958 and 1964 respectively, they were re-issued by Panther nearly 20 years ago. Therefore, Peregrine reaches a new generation. What is more, since Hill reveals so many parallels with today, the new generation can re-judge the English Revolution in the light of its own experience and draw lessons for itself along the way.

One cannot, of course, ascribe the Puritan standpoint exclusively to one or other side of our own political spectrum. So much of Puritan values and social and economic doctrine has been absorbed into our general political thinking. Nevertheless, today's controversy over Sunday opening can be matched word for word in early 17th-century England. So, too, arguments that the family is the root of political stability. Nearer the heart of our system, Thomas Hobbes in Hill's brilliant assessment looks into the reality of political practice where expediency, not morality, is the motive for political obedience; power, not right, is the key question; and reason, persuasion, in *Sancti & Sancti*, not authority, is the true political arbiter. Hill's characteristic insights and readability are antidotes to misrepresentations of the English Revolution often made, one feels, for fear the English might do it again.

Peter Brinson

Living testimony

Country Voices. By Charles Kightly. Thames and Hudson £4.95 0 500 27361 8.

Nostalgia and entertainment are blended in this lively collection of personal accounts of the life of ordinary country folk during the past hundred years. Soon it will be too late to have the living testimony of the farm labourer who, rather wryly, "didn't say now" although he worked a 60-hour week for 12-shillings, nor that of the waggoner shooting pills down his horse's throat with a popgun. Harvesters with scythes, hop-pickers on stilts and half-starved "slaves" in service tell their tale of life in a paternalistic village society, doomed to disappear after the Second World War, with the end of "bowing and scraping".

Eric Church

Stalking Germans

Katya Watter on a tale of wasted brilliance

The Children of the Souls: A Tragedy of the First World War. By Jeanne MacKenzie. Chatto and Windus £14.95. 0 7011 2847 X.

The end of the First World War saw the emergence in Britain of the man in the street, with Charlie Chaplin as High Priest. The little, or common, man had led a very healthy, if subterranean, existence for centuries, belonged among the peasants and apprentices, and, in literature, was mostly comic, unless he figured as the boorish young-of-three who won the princess and half her father's kingdom. It is the destiny of the third son, the embryonic anti-hero, that shows the difference between before and after the great watershed. After it, he becomes rich and famous by his own acts and holds on fairly tightly to his original social status, at least in public.

But before and even a little after 1914, in the days known not entirely accurately as Edwardian, when all the grandeur of Empire, birth and wealth flourished unashamed, it was very different. As one of the sons of the Souls wrote from a position slightly outside that of the most privileged of the group when he first visited their world, he had a glimpse of "... existence in a large, comfortable house with unlimited servants, and handy yachts, motors, moors, inhabited by Olympians, afraid of no one and devoid of any uneasy questionings of social status".

In the first half of the century the Souls themselves were given their nickname because of their lofty conception of private and public morals and duty. They combined the traditions of the gentry with intellectual interests and believed in their own vocation as leaders. These beliefs, they passed on to their children and they, product of the classical education and the playing-fields of Eton and Balliol, spearheaded the volunteers who flung themselves with whole-hearted dedica-

tion into the 1914 war. From shooting parties to the trenches seemed an almost natural transition: Julian Grenfell wrote that he actually enjoyed himself stalking Germans as he had stalked deer. They saw the war as an opportunity to re-establish a slightly tarnished British Glory - a victory over their peers and not subject races. They were mostly clever, handsome and debonair and took it for granted that they never did less than their best at anything. At their centre was a group of independent-minded women and, most glittering of all, Lady Diana Manners, whose beauty and brilliance inspired them and whose loving heart was torn by the deaths, one after the other, of the dazzling coterie.

The first half of the book describes them in their arrogant school and student days; the second describes them at war. The career of each of them is followed in nearly every case to death.

To recreate the brilliance of any group when only adherence to fact is permissible is difficult. Unlike Vera Brittain's *Testament of Youth*, this is not a personal recollection of glowing dreams and memories. The result, although a fascinating and sad reminder of that pre-war period so intoxicating to a select group of privileged people, is a little insubstantial. On the other hand, the terrible disillusion and mourning that overtook them and their families and the horrific descriptions of the war, with quotations from letters and diaries, strike the reader with shattering force and he closes the book feeling that he has sipped, as did they, full of horrors. It is a tale of wasted brilliance; of the disappearance of the last generation to believe in the code of chivalry ("and now he is with the shining company of knights") and in the heroic belief stemming from the classical concept of kingship - that in the final analysis a leader is committed to the sacrifice of himself on behalf of those he leads. By 1916 the heroic volunteers were mostly dead and the conscripted soldiers took their place.

Outside time

Stephen Barber offers an appreciation of the work of Mircea Eliade

A History of Religious Ideas Volume 3. By Mircea Eliade. Chicago University Press £23.50. 0 226 24004 9.

Readers of George Eliot's *Middlemarch* will remember the pathetic scholar Mr Casaubon and his futile attempt to write a key to all mythologies. He died with his ambition unfulfilled, his great work a scrap-heap of unusable notes. But real scholars have been looking for that key ever since his time.

In this country the best-known name in comparative religion is probably still Frazer, who wrote *The Golden Bough*. It is wonderfully well-written, and Frazer's conceptions have captured the imagination. The king who reigns briefly and then suffers symbolic or real death, the scapegoat, and above all the dying god whose flesh and blood nourish the tribe - these figures haunt modern literature thanks to Frazer.

But Frazer was an armchair scholar who never visited a real primitive tribe, and he had a Victorian, rationalist view of religion as primitive science that we can only regard as quaint. So the field is open for Mircea Eliade, a tremendously erudite Rumanian, who has set himself the task of following in Frazer's footsteps with equal sympathy and greater understanding. And he is not inhibited about including Christianity and other developed religions in his treatment, along with folklore and other popular beliefs.

Eliade's organizing ideas can be conveniently found in a short book called alternatively *The Myth of the Eternal Return* or *Cosmos and History*, and these underlie the larger *History*. His view of religion is as a rebellion against the frustrations of living in time. Religion postulates a mythical period, before the beginning of historic-

al time. This was when the truly significant actions were carried out. These are repeated in rituals, which have the effect of removing the participant from historical time into mythical time. These rituals incorporate the natural symbolism of the cycle of the seasons that Frazer explores, but give a new significance. In developed religions there is also a final time or apocalypse, and historical religions such as Judaism and Christianity have a historical revelation which cuts into historical time with events which reach back to the early period and forward to the final days. Eliade has deliberately organized his history as a narrative, conveniently divided into short sections and with the minimum of notes. For those who want them, there are full critical bibliographies and for scholars there will be worth the price of the book on their own. But I want to stress Eliade's narrative skill, his gift for selecting details and telling a story - it turns out that he has also written novels.

The two earlier volumes start with the stone age and bring one up to the triumph of Christianity in the West. This third volume begins with shamanism and ends with Tibet, in between taking in Judaism, Islam and various Christian episodes up to the Reformation. This range suggests that the scholarship is exact. Nor is Eliade interested only in respectable authorities who will find the witchcraft as well as Thomas Aquinas, the Kabbalah as well as the Talmud.

In his preface Eliade hints tantalizingly at a projected fourth volume, which would bring the story up to date, dealing for example with Marxism as a form of millennial religion, and with other secular movements. He died before he could complete this, but we must hope that the materials remain for his pupils to do it for him.

Sovietology

The Day We Almost Bombed Moscow: The Allied War in Russia 1918-1920. By Christopher Dobson and John Miller. Hodder and Stoughton £12.95. 0 340 33723 0.

The Tsarist Economy 1850-1917. By Peter Gatrell. Batsford £14.95. 0 7134 2584 9. £8.95. 2385 7.

In the British historical consciousness, the Allied intervention in Russia after the Treaty of Brest-Litovsk does not, I suspect, loom large. Perhaps such exercises in sustained futility are best wiped from the national memory-tape. However, by leaving such a long legacy of Soviet distrust of the western democracies, this abortive attempt to throttle Bolshevism in its cradle was to have momentous consequences, both in the failure to secure Russian cooperation in the months before Munich, and in the final break-down of the protracted Anglo-Soviet negotiation in the summer of 1939.

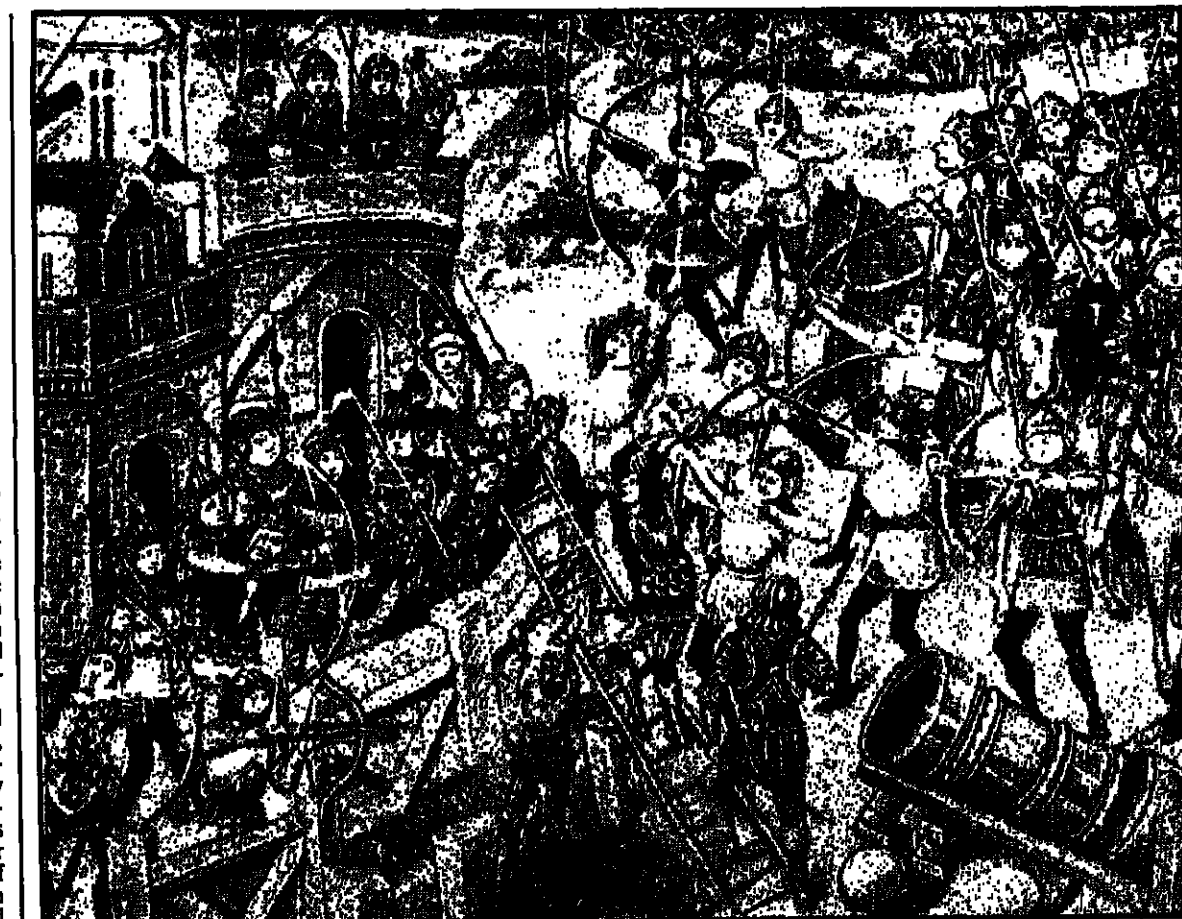
Dobson and Miller, both seasoned Sovietologists, have brought verve, vigour and resource to their resuscitation of these largely forgotten and very intricate events, with Mr Miller searching the Russian archives (insofar as this is permitted to an outsider) and Mr Dobson working on the western end of the book. They have preserved much absorbing material from unpublished diaries and letters that might otherwise have perished.

Dobson's interest in the whole sorry, tangled affair was aroused by a fellow-golfer's happening to tell him of his long-distant days in an undercover RAF unit fighting with the White Russian General Denikin against the Red Army. Hence the title. The rest of the story is quite as flamboyant.

Churchill was the most passionate of the Interventionists and anti-Bolshevik crusaders: his persistence in flaying this moribund horse contributed materially to distrust of his personal judgement and the collective judgement of the Coalition to which, as Minister of War, he belonged. The "opportunistic wickedness" of this western initiative is still a corner-stone of Russian education about the Revolution; and so its influence lingers on balefully even today.

"History to the defeated may say alas but cannot help or pardon" wrote Auden, in lines he later disowned. The total eventual ruin of Tsarist Russia encourages the supposition that its ruinous, far from it. Pre-1914 expansion was rapid and sustained, albeit patchy and muddled. Dr Gatrell's impressive monograph, which is lucidly organized around specific key topics, charts this progress in all its bewildering inconsistency. The last decades of Tsarism were thus, economically, both sluggishly semi-feudal and dynamically entrepreneurial - a contradiction that, *mutatis mutandis*, lives sturdily on in the Russia of Gorbachev.

Martin Fagg



Attacking a castle: a drawing from Charles Ross's *The Wars of the Roses* (Thames and Hudson £4.95). Ross uses all the resources of modern scholarship to question the traditional picture of the wars. This vivid and clear account will be an ideal adjunct to examination work.

Woman as Crumpet

History's Mistress. By Paula Weideger. Penguin £3.95. 14 022487 4.

No real man-hater should be without a copy of this book. The celebrated feminist writer Paula Weideger has distilled, no doubt with some of her own bias in the selection but without addition, Ploss and Bartels' massive three-volume study of *Das Weib* (Woman) which appeared in 1885, the year of Ploss' death. At first sight it is a mind-bogglingly full study of women's position, function, life pattern, appearance and attributes in different societies (mostly tribal) throughout the world. At second sight it is rather more pertinent.

As Ms Weideger points out, it is odd, *nein?* that such an apparently comprehensive study goes so thoroughly into female circumcision (a mutilation suffered, thank God, by only a sizeable minority of females), and spends only four pages on motherhood, a capacity exercised by just this kind of male thinking, uses many of the examples which Ploss' scholarship drew together. Ploss, being concerned to maintain scholarly

whole, and very few hand tattoos or half-dos, say, when we come to consider Beauty (or as you and I might say, How to be a Sex Object). Again, a great deal of the section on marriage is taken up by a discussion (fully illustrated) of chastity girdles, and very little space devoted to duties within or without the home. Slowly a picture emerges. It is a picture resembling a Paleolithic Venus. Woman as Sex Organ with Surrounding (Bounteous) Flesh. Ploss and Bartels wrote the encyclopaedia not of Woman but of Crumpet.

Little girls skipping, young women dancing, farmers digging, mothers giving suck or soothing children's brows, old women advising: these and the other roles which primitive societies no less than our own have allotted to women are scarcely mentioned. Nor is their lack felt by the authors. If you read the book as a woman you get the sort of feeling a pig must feel walking past a pile of ham sandwiches.

Mary Daly's *Gyn-Ecology*, an infuriating but illuminating expose of just this kind of male thinking, uses many of the examples which Ploss' scholarship drew together. Ploss, being concerned to maintain scholarly

distance, has no indignation to display at child marriage, Chinese foot-binding and scarifications; even the most extreme forms of genital mutilation and infibulation are described calmly. As for incest (a part of the life pattern of a substantial number of women) presumably in those early Freudian times it was well nigh unthinkable. Yet *Das Weib* was considered daring and unconventional at the time for it talked of sexual experience without concealment. It was, in fact, edited by gynaecologists. And they were making their own profession respectable.

Ms Weideger's editorial tone remains sardonic and, to a degree, admiring. As indignity follows mutilation follows illustration, I grew ever less so. One cannot blame a compiler for the practices he records, but the lavish one-sidedness with which Woman is portrayed in *Das Weib* echoes that old male insanity, the absolute lack of empathy which led St Paul to conclude that women use their sexuality to lure men to hell or Freud to speculate that all women want is a penis. Whoever were they thinking of?

Victoria Neumark

BOOKS

Belief and interpretation

The Debate on the English Reformation. By Rosemary O'Day. Methuen £12.95 and £5.95. *Rebellion or Revolution?* England 1640-1660. By G. E. Aylmer. Oxford University Press £12.50, 0 19 219179 9

No other events or processes in English history in the 16th and 17th centuries loom larger than the Reformation and the English Revolution. They force themselves on the attention of all those who study the early modern period. Moreover, since few subjects have been more controversial, students tend to find them supremely difficult to negotiate. The literature relating to both topics is formidably large and at times confusing. There is a sound case, therefore, for providing compact, up-to-date guides to both Reformation and Revolution and to the contested territory which surrounds them.

Rosemary O'Day's book offers a perceptive study of both the history and historiography of the period 1525-70 which succeeds in placing the current concerns of today's historians in a longer perspective. She is particularly good on locating older scholars such as Heylyn, Burnet, Milner, Cobbett and Froude in the different contexts which shaped their attitude to the Reformation. She rehabilitates the neglected R. W. Dixon, and underlines the valuable contribution of such ladies as the Religious Tract Society and the Parker Society in making available to later generations the texts of the 16th-century reformers' writings. John Foxe, naturally, occupies a special place in the story, not simply as a historian of the Reformation but as one of its most influential agents and promoters.

Dr O'Day is convincing too in the way she demonstrates that historians as different as John Strype and Albert Pollard allowed the particular kinds of source material they used to dictate the historical interpretations which they advanced and to ignore other dimensions of their subject. Pollard - and Bindoff also to some extent - transferred to Henry VIII, says Dr O'Day, "attitudes which belonged more properly to the late 19th and early 20th centuries". A G. Dickens is commended as one of the few genuinely "religious" historians of the subject. (Beliefs figure as prominently as policies and institutions in his pages and the "people" as well as the ecclesiastical and political elite find a much-needed place.) Some of the views of G. R. Elton, "the last of the great Victorians", are called into question.

The student is guided through recent discussions of the value of wills as an index of religious opinion, the role of education in the Reformation process, and the extent to which the Reformation had a special appeal for young people. There is an excellent bibliography which includes unpublished theses as well as books and articles. But the book is only selectively indexed, the

style at times swings disconcertingly from the staid and formal to the trendy and colloquial, and in the later chapters historiographical concern with the relationship between historians and their own age tends to get lost in the accounts of new research, re-definitions, and on-going debates.

Dr Aylmer's book makes no claim to embrace historiography as such but offers a convenient - though at times disconcertingly breathless - account of current interpretations of the controversial years 1640 to 1660. (The chapter on "The Quality of Life", for example, proceeds at record-breaking speed). Whether it will prove insufficiently detailed for the serious student and too elusive and impressionistic for the general reader remains to be seen. It has very few footnotes but has a reasonable bibliography and helpful chronological tables. He concentrates on the political and religious upheavals. Economic and social aspects find a place in his account but by and large they are presented as being "decisive only in negative ways in helping to ensure what did not happen". He rightly warns against social generalizations based on MPs and officeholders - both minorities, after all - and reminds us of some of the bizarre complexities of 17th-century kinship networks. John Hampden was not only cousin to Oliver Cromwell but to Charles I as well.

Aylmer follows other recent historians in rejecting the label of the "Eleven Years' Tyranny". He is not convinced by claims that the crisis began with an aristocratic revolt nor with those which insist that parliamentary victory in the Civil War was a foregone conclusion. He finds the recent debate on the political complexion of the Royal Society to be futile, and is more sceptical than most about Cromwell's Irish campaigns and about the success of the republic's war at sea. It is worth being reminded that the detested Ship Money assessments were used as the basis of parliamentary taxation in the 1640s and that as a percentage of national income the fiscal burdens of this period were probably not exceeded until the World Wars of the 20th century.

There are no set pieces in Aylmer's narrative. The removal of Strafford, the trial and execution of the King, the Levellers' defeat at Burford, the death of the Protector, all these are passed over very briefly. But there are intriguing questions - where did the horses needed in the Civil War come from? - carefully considered reassessments, and crisp, quotable judgments. The final sentences readress the book's title. Neither "rebellion" or "revolution", Aylmer concludes, by itself will adequately describe what happened in England between 1640 and 1660. "There had indeed been a 'great rebellion'. There had also, if only temporarily and partially, been a middle-class as well as a Puritan Revolution."

R C Richardson



Ten times table

Making Sense of Europe. By Christopher Tugendhat. Viking £9.95, 0 670 80604 8.

The heady rhetoric of European Union seems to bear little relation to the petty squabbling in Brussels and Strasbourg, but one central achievement stands out: the miracle of Franco-German reconciliation, symbolized for a time by the close personal friendship and frequent telephone calls (in English) between Schmidt and Giscard.

Christopher Tugendhat's invaluable new book offers a beautifully clear insider's view of why the EEC, highly successful in many fields by any reasonable standards, is so often found wanting. He goes on to examine the very different histories and ideals the Ten countries bring with them and only then turns to the complex relationships between the Commission, the European Parliament, the Council of Ministers and the European Council (not to mention instruments of cooperation on a smaller scale, such as the long-dormant Western European Union) - both as they are today and as they urgently need to be, if we are ever to break through the major deadlocks.

The author always assumes that European involvement represents a unique opportunity for the British while being quite frank about the problems to be faced; his final chapter, undogmatic but never bland, shows how the "journey to an unknown destination" can continue.

Matthew Reisz



A 1900 corset, Irish peasant boys in skin, and Aztec workshippers: three of the illustrations to *The Demon Headmaster*. Dressing Up (Allen and Unwin £25.00), an anthropological and historical account drawing on the author's lifetime of thought and study of the subject.

A light in the dark

The English Settlements. By J. N. L. Myres. Oxford University Press £15, 0 19 821719 6.

The roots of England - its people and customs, language and literature, politics and economics - lie mainly in the invasions of Germanic peoples from across the North Sea during the 5th and 6th centuries. Unfortunately this crucial period is almost completely mysterious, because the upheaval involved an interval of illiteracy between the disappearance of Romano-British culture and the development of Anglo-Saxon culture. Its history can never be written, and all that can be done is to put together the fragments of surviving evidence - unreliable writings outside or after the events, place-names and personal names, archaeological remains, and so on - to make a rough picture of a lost age.

Generations of schoolchildren and undergraduates have begun serious study of this difficult subject in "Collingwood and Myres" - the first volume of the great Oxford History of England, *Roman Britain and the English Settlements* by R. G. Collingwood and J. N. L. Myres. This double book was first published half a century ago and has inevitably been outdated by later discoveries and further discussion. Collingwood died in 1943, and his contribution was eventually replaced in 1981 by Peter Salway's *Roman Britain*. Meanwhile the next volume, Frank Stenton's *Anglo-Saxon England*, which was first published in 1943, was kept up to date by revised editions, the latest being the posthumous one of 1971. Now at last Myres has rewritten his own contribution as a new volume, and the gap has been filled.

This is an austere book of an austere time, with no attempt at either narrative or imaginative history. The Dark Age was very dark in this country, and few consecutive threads may be traced in the shadows, so it is tempting to seek light in myth and legend, but Myres allows no such decoration of the few bare facts. Thus the best-known figure of the period, King Arthur, is dismissed in a single paragraph which mentions "the historical insignificance of this enigmatic figure", comments that "no figure on the borderline of history and mythology has wasted more of the historian's time", condemns those who think otherwise for "total disregard of the valid historical evidence", concedes only that "a man with this late Roman name - Artorius - may have won reputation at some ill-defined point of time and place during the struggle", but concludes that "if we add anything to the bare statement that Arthur may have lived and fought the Saxons, we pass at once from history to romance". Similarly Hengist and Horsa in

Kent, Aelle in Sussex, Cerdic and Cynric in Hampshire, Ida in Northumbria, and all the other early leaders of the Jutes, Saxons and Angles who settled on the eastern and southern coasts of Britain are little more than names. Nor is it even as much as that, being taken as a title rather than a personal name. The vague story told by the near-contemporary British writer Gildas about the Romano-British leader Ambrosius Aurelianus and the siege of "Mons Badonicus" is accepted with some stimulating guesswork about its location, but this is a rare concession.

All the surviving literary evidence is of course examined, and relevant sections of the *Anglo-Saxon Chronicle* given in appendices; it might have been helpful to have given similar extracts from Gildas, Nennius and Bede to supplement a relatively thin book (only one-third the size of Salway or Stenton). There is some use of place-names, but speculation is limited. There is little discussion of personal names, not even the possibility that the early ones may refer to tribal deities rather than leaders (as obvious guess in the case at least of Hengist and Horsa, being Old English words for stallion and mare).

Myres prefers to rely on archaeological evidence, which he calls the only "tangible material that comes direct from the years under review" and which is of course his particular speciality, and he does his best to make the dry bones and pots come to life. The only touches of real emotion come at the end, with a harsh emphasis on the total destruction of Romano-British civilization and a hesitant expectation of a new civilization to be born on its ruins, and at the beginning, with happy memories of covering most of the ground on foot and a sad vision of its recent ruin by contemporary civilization.

The author himself wouldn't claim that he has much altered the received picture of the most obscure period of our history, but he has done what can properly be done to illuminate it, and the job will scarcely need to be done again. Future generations of students will now begin with "Salway" and will now begin with "Myres". As in the rest of this authoritative series, the production of a book is good, but the maps are not, and serious readers will have to look elsewhere (the *Ordnance Survey Map of Britain in the Dark Ages* by Professor J. N. L. Myres is one of the best). In the end, perhaps, the choice of text that people who are interested in King Arthur should read other books and that people who are interested in the facts should read Myres.

Nicolas Walter

BOOKS IN CLASS

More than readers

The Demon Headmaster. By Gillian Cross. Illustrated by Gary Rees. The Oak and the Ash. By Frederick Grlce. The Poacher's Son. By Rachel Anderson. Brother in the Land. By Robert Swindells. Terry on the Fence. By Bernard Ashley. Illustrated by Charles Keeping. Friend Fire and the Dark Wings. By J. G. Fyson. Illustrated by Annabel Large. £2.25 each. Archway Novels - A Teacher's Guide. By Alastair West. £2.50. Oxford University Press

Recently, I wrote about the revolution in class readers that had been wrought by Heinemann New Windmill books and some other publishers which had been able to put into the hands of teachers and pupils the best of the remarkably good books being written today for older children and adolescents, in formats so well printed and produced that they may well have a lasting influence on at least some pupils' sense of the possibilities of the book as a pleasurable object in itself. Another such series, the Archway Novels published by Oxford University Press, has just issued six new volumes.

This set, like the earlier issues, reflects the seriousness of the Oxford children's list; it must be remembered that the Archway series, unlike the others, draws exclusively on in-house



publications. None is merely light; though there are strong elements of humour in *The Demon Headmaster*, it is making important points about independence of mind, about certain kinds of prejudice, and about sibling relationships, through its fantastic tale of a head who hypnotises his whole school (and Tomorrow the World?) until a difficult girl and the boys in whose family she is fostered find a way to defeat him.

There is often, in the Archway Novels, a marked element of social history and a commitment to looking at such history from the perspective of the underdog. Both *The Oak and the Ash* and *The Poacher's Son* in the current batch come into this category, describing childhoods in which poverty and a pervasive awareness of injustice play a large part. While these look back, *Brother in the Land* looks forward with equal anger to a possible future of even viler deprivation and misery after a nuclear holocaust; it

rightly won The Other Award for the powerfulness of its warning voice. The other two books in this set are at opposite ends of a spectrum from realistic observation to imaginative speculation; the almost ubiquitous Bernard Ashley is here with one of his stories of ordinary children in ordinary schools facing the extraordinary pressures which real life imposes at some time on everyone, while *Friend Fire* and *The Dark Wings* is a kind of children's William Golding - the story of the world of almost pre-linguistic man, while the afterward, like *Lord of the Flies*, tries to pinpoint the origin of human hate.

These afterwards continue to be a valuable part of the text, a link to the activities in Alastair West's Teacher's Guide, which introduces such a welcome note of sophistication into the process of getting young people to think about their reading. Reading into the making of a book must assist in the development of pupils' sense of themselves as craftsmen and critics. There are no notes specifically relating to these six books in the Teacher's Guide, written before their publication, but any teacher reading its introduction and seeing how the principles in it are applied to earlier books in the series should be able to devise worthwhile tasks along similar lines.

Audrey Laski

Goodbye to Eng Lit chit chat

Teaching Literature for Examinations. By Robert Protherough. Open University Press £6.95, 0 335 15076 4.

"The books have hidden meanings which you have to find," reveals one of the pupils surveyed in the background study for this splendidly clear, well-researched and practical book. If that is Eng Lit at its worst, the tension between literature and examinations is still something most teachers of English are conscious of. Protherough's claim is that a good English programme can be both enjoyable and successful in examination terms, that lively teaching is more likely to produce good grades than rote learning. Younger secondary pupils are used to creative approaches to literature; older pupils on examination courses can enjoy them with profit.

After introductory chapters which consider English Literature as a sub-

ject, and how to plan an examination course, a central chapter on studying literature deals with the rationale of the enterprise. Protherough expresses what many teachers may have tacitly assumed but not necessarily articulated. Drawing on a still vigorous *Scrutiny* tradition, he argues the educative potential of serious and engaged reflection on literature; the teacher's task is to promote as fruitful a relationship between student and text as possible - and this raises the question of methodology. Here, Protherough offers three chapters which deal with the teaching of drama, fiction and poetry. In each case he surveys the curriculum of prescribed texts, considers the principles which might guide teaching, and suggests creative, analytic and comparative approaches which might be used. Any English teacher will be able to find encouragement to more imaginative teaching here, and these chapters will be a continuing resource for classroom activity. Here



are sensible and varied ideas which make even chit-chat obsolete. As a demonstration of the success of practical approaches to teaching literature, Protherough includes five case-studies by teachers. The authors are, variously, self-critical, earnest, flamboyant - a cross-section of the English department - and their enthusiasm, flair and honesty bring a quality of actuality to balance Protherough's more theoretical chapters. Most impressive of all are extracts from the work diaries of some pupils, which reveal the process of active meaning-making in encounter with a range of texts. With a sound base in theory and an impressive glimpse of practice, this book will be important and formative for teachers who care about literature and their students, and about more effective ways of sparking creative interaction between the two. Cynics will ask for the exam results; they can take care of themselves.

John Caperon

Gadfly role?

Religious Education in a Pluralistic Society. By M. C. Felderhof. Hodder & Stoughton £5.95, 0 340 35413 5

To mark the 75th anniversary of the foundation of Westhill College, a consultation was held; its papers form the basis of this present book. The structure is one of paired contributions on each of five themes, a separate paper on a sixth theme, plus the conclusions of the Conference Assessor. Each statement is of interest in its own right, but overall the book only partly succeeds in living up to the title.

There is general agreement that the contemporary context is one of religious and cultural diversity, changing institutional patterns, and "cognitive dissonance". But the prescriptions for response to this are quite varied. Those from beyond the UK take us inside a North American and West German perspective, but actually serve to reveal the distinctiveness of the British context. Thus, Westerhoff from North Carolina recognizes the need for an RE that is concerned with the depth dimensions of life, and informed by a spirit of critical openness and affirmative impartiality. But he is able to assume a degree of institutional religious identity that is far less evident in Western Europe, and he goes on to say much more about the richness of nurture and catechesis within a parental faith community. Nikpor from Tübingen expects the state school to support the religious identity of pupils by specific Christian multi-faith exchanges. This is all in a spirit of objective analysis and open discussion, but is deliberately legitimated by institutionalized theological assumptions. A similar position is evident in Lähmann's approach. He

personally has done much to pioneer Islamic RE in West German schools, but this is designed for Muslim pupils (one in ten of the present school population). These remain "young foreigners".

Most of the other contributors are British. The educational grounds for teaching religion in schools are variously asserted. Hirst, with characteristic sharpness, presses the point that critical openness must prevent any particular belief from having privileged status. In response, Nicholls, playing parish man to professor, finds him cold on knowledge which arises from love and the sharing of experience, and asserts that faith and reason can be complementary. Marritt affirms the secular legitimacy of RE, recognizing it as inclusive of the range of religious belief and humanism in our society. In conclusion, he gives it a gadfly role in any curriculum concerned with the whole person.

Two papers challenge what they take to be the orthodoxy of this thinking about RE. Hardy reckons it chases meaning, but runs away from claims to truth. King is impatient with sophisticated analytical debate about RE; she pleads instead for induction into global spiritual values. Feilding dismisses of the influential "Smartian" arguments for initiation into the religious experience of mankind. Hull, by contrast, accepts the secular givenness of British RE, but goes on to draw attention to the underdeveloped potential in theology to embrace that secularity, to the advantage of RE and educational studies as a whole.

The book is a rich concoction, thoughtfully introduced by its title, however, sits uneasily in relation to the original conference theme of Theology and Education, as Sutherland himself remarks in his concluding assessment. Little systematic attempt is made to explore the nature of "pluralistic society" especially as experienced by children, and a feel for the good practice of Birmingham schools is strangely missing. So too is any presentation from other than a Christian theological perspective, an omission the more surprising given the Selly Oak record in promoting, for instance, Jewish and Muslim encounter.

Brian E Gates

Jewry

Aspects of British Judaism. By Lewis Gilbert. SOAS 0261 5428

This is No. XI of the Occasional Papers

Douglas Charing

published by the External Services Division of the School of Oriental and African Studies. A useful booklet dealing with aspects of Anglo-Jewry such as Sacred Texts, Worship, Keeping Kosher, and a Guide to Anglo-Jewish Religious Terminology.

Collision courses

Straw Fire. By Angela Hassall. Oxford University Press £6.95, 0 19 21940 2.

Family Feeling. By Gina Wilson. Faber £5.95, 0 571 13759 2.

A Little Love. By Virginia Hamilton. Gollancz £5.95, 0 575 03651 6.

Locked in Time. By Lola Duncan. Hamish Hamilton £5.50, 0 241 11769 0.

One are the days when fictional parents were dispatched to the mission field in chapter one, leaving their children free to solve mysteries and have adventures. Nowadays departing parents raise disturbing questions that they must attend to, especially when they decide to bed with strangers and decide to bring them home. In these days of two British and two American novels, the needs and impulses of adults collide with those of adolescents. Hence mysteries and adventures.

Will Kevin's divorced Dad take him to the holiday camp as he promised? Uncertainty grips us until the last page of Angela Hassall's *Straw Fire*, and our interest is shared and sustained by a large supporting cast: his mother and her neighbours, a forlorn but kindly English teacher ("real ball of fire, he was"), a bossy aunt and uncle ("This lettuce wants a good wash, Diane"), the fractious children of bullying Trevor and helpless Lynne. Even the cats are convincing individuals in their own right. Yet the action is so swift, the gestures so spare, the style so colloquial, that it is a surprise to find how much is known of this east coast

community by the end, and how subtly the tough talk - "Baby-sitting's a girl's job" - is belied by the implications of what happens.

The sea view from *Family Feeling* by Gina Wilson is rather more genteel and much less attractive. Thirteen-year-old Alice has been the mainstay of her timid mother since her father collapsed and died at his desk in the bank three years ago. When Mary is prevailed upon to marry the friend she met through a lonelyhearts column, Alice's new relatives include "brain-box" Edwin, immersed in his O levels, and resentful, rat-toothed Corinna, aged eight. Alice tries hard to preserve domestic harmony but hears ominous sounds of sexual reproach from behind closed doors. No wonder Mary trembles. Of all the women in the story, it seems that only Alice stands a chance of negotiating the perilous path between coarse nymomania, on the one hand, and culpable frigidity, on the other.

Suspense, where it occurs provokes questions. Will Edwin go all the way? Has Corinna fallen from the cliff? Are Donald's caresses purely fatherly? The significance of the denouement is still more dubious. Alice's siblings are boyfired, Forrest. The trip provides very changes of scene, a glimpse of

her. Meanwhile, fun-loving old Reg, the lecherous "uncle" whose fumbling overtures she had guiltily fled from, dies disappointed, driven to drink by his querulous wife, cheated of his last Christmas dinner, and regretted by Alice who cherishes the memory of her first admirer. Yuk.

CHILDREN'S LITERATURE

Conjugal devotion among the elderly is celebrated in *A Little Love* by Virginia Hamilton, as Grandpa and Grammam share the chores of their Ohio ranch-house and occasionally break into a little song and dance routine, fondly observed by the granddaughter Sheema. Between raids on the refrigerator (she is a compulsive eater), Sheema questions the old folk about her mother who died in childbirth and her father whom they have not seen since. Eventually, Sheema sets off in search of him, guided by the painted signs that are his trade and helped by her long-suffering boyfriend, Forrest. The trip provides very changes of scene, a glimpse of

the 1982 World's Fair in Tennessee, and some rhapsodic reflections on the Americanness of being on the road. But although the quest is poignant enough and the climax rings true, the strength of the story lies less in the plot than in the evocation of Sheema's nights and days: the sensations of the seasons, the mood of a town threatened with job losses and overshadowed by an air force base, her experiences of a catering course, her fear of the bomb, and the clandestine embraces of her lover.

Much of this is conveyed in the distinctive rhythms of black American speech which are immediately accessible in print only to those who are already familiar with such voices. "But the heat see Forrest do it and they gone rest him. But I say 'Hold it, Mister Heat, don't you touch him. He mine.'" Ironically, in view of the author's declarations of patriotic pride, the most memorable feature of the book for young British readers may well be the casual violence that Americans take for granted: the menace of the heavy metal duels at the vocational college; the likelihood that blacks on foot, lost in a white area of a Southern city, will be beaten up, perhaps murdered, within the hour.

An equally sinister but infinitely

more elegant vision of the South forms the setting of *Lola Duncan's Locked in Time*. Less than a year after her mother's death in a traffic accident, Nora's father marries again and Nora reluctantly flies to steamy Louisiana to spend the summer at Shadow Grove, his bride's remote ancestral home, where a handsome stepbrother and gauche stepmother are already in residence. Chuck works unspectacularly on his latest lucrative film script, while the beautiful mistress of the house floats cream-coloured gardenias in low, silver bowls, and Nora explores their shimmering surroundings in a descriptive narrative that would get top marks for vibrancy in a creative writing class.

This clever modern thriller borrows archetypal elements from folklore: the dream in which Nora's mother warns her of imminent danger; the hereditary magic of the Cajun; the wish that is granted and proves the ruin of the wisher. Perhaps the supernatural succeeds in striking a natural chord here because it draws attention to what is usually ignored. We have reason to dread what we think we desire. The ideal home is a prison; the charmed seclusion of domestic privacy a potential nightmare of isolation; perpetual youth would be a stasis worse than death. The chief blessing of happy families is we outgrow them. The transience we regret is actually a saving grace. As Josie, the eternal teenager, points out: "No mother should have to take care of kids for ever."

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ARTS

Death, and other delectations

Romeo and Juliet. By William Shakespeare.
Open Air Theatre Regent's Park.
Compromised Immunity. By Andy Kirby.
Oval House Upstairs.
Neapide. By Sarah Daniels.
National (Cottesloe) Theatre.
I'm Not Rappaport. By Herb Gardner.
Apollo Theatre.
Side By Side By Sondheim / It's Better With A Band.
Donmar Warehouse Theatre.
The Danton Affair. By Pam Gems.
RSC Barbican Theatre.
Cabaret. By Masteroff, Kander, Ebb.
Strand Theatre.
The Caucasian Chalk Circle. By Bertold Brecht.
Jeannette Cochrane Theatre.

Blazers, boaters and leg-o'-mutton sleeves bespeak fin-de-siècle Italy in designer Nick Ormerod's view of *Romeo and Juliet*. A procession honouring the Virgin opens the first half; Tybalt's funeral cortege the second. Festive gaiety leads to the lovemaking and obscures to its tragic end. Director (Declan Donnellan) and designer work marvels of ingenuity by which nuptial becomes table, bed, verandah, cell, cafe, tabernacle becomes bed-linen and then miraculously a balcony. Donnellan is no less sure-footed with his actors. Sarah Woodward (Juliet) is plain-spoken, innocent, adorable; Ralph Fiennes (Romeo) mad with love; passionate adolescents in wonderful conjunction. Dillys Hamlett's Nurse mixes garrulous curtness with arch refinement while Philippa Gail's Lady Capulet coldly suggests nuptial disorder as one of the tragedy's wellsprings. Only death faces the director. Mercutio dies unceremoniously, Juliet rivilly over-stabbing herself. Such mistakes do not spoil a richly inventive production which is one of the best I've ever seen.

Gerry, dying of AIDS, in *Compromised Immunity*, arouses caring instincts in Peter, his heterosexual nurse. Peter accepts Gerry's angry railing against society's treatment of homosexuals as reflected in newspaper headlines castigating "the Gay Plague", and helps him out of self-imposed, self-denigrating isolation into the caring community of his gay and heterosexual friends. This supported he dies peacefully. Presented by Gay Sweatshop in Deptford's Gay Pride Week, *Compromised Immunity* says important, necessary things through speeches that sound like plot explanations rather than people talking. By comparison with *The Normal Heart* its anger is private rather than public. Richard Sandells fleshes out Peter; Duncan Alexander brings warm



Ralph Fiennes as Romeo and Sarah Woodward as Juliet.

humanity to disco pick-up Ian. Director Philip Osment/Designer Tony Reeves work wonders in a confined space containing many locations. Author Andy Kirby's characterization of Gerry and his lover Hugh uses one complaining note: (wincing) one would find a worthwhile production. Overwriting, overplotting, aiming at too many targets simultaneously. *Neapide* deals with the struggles of divorced lesbian-mother (Claire) to hold onto her daughter (Poppy) and her deputy-headship in a girls' school without "coming out". Losing the custody case brought by her spiteful ex-husband, Claire flees to America with Poppy. Genuinely funny lines punctuate the generally agit-prop dialogue which raises pertinent social and not good actors can save a play which, however well-intentioned, is all over the place.

I'm Not Rappaport confines itself to a bench in New York's Central Park. Octogenarians Nat (Jewish) and Midge (black) confront the ills of American society: violence, drug-addiction, minimal social security and medicine, the power of "them that hath". Both fear being put into "care". Near-blind Midge fights to retain his Super's job in an apartment-block and loses. Nat lies his way out of his children's control until cheekmated by daughter Clara.

Paul Scofield plays "Walter Mitty" in *Walter Mitty*, a play which raises pertinent social and not good actors can save a play which, however well-intentioned, is all over the place.

Nat perfectly, his socialist judgements exhorting contemporary America. Midge's (Howard Rollins) exquisite timing commands laughter and shock; Susan Fleetwood movingly conveys Clara's dilemma. To say that this brilliant comedy touched with pathos only flirts with social problems, voices concern about them through an old and compulsive fantasist so that we can agree with him and laugh and forget them, is perhaps cuping.

More cuping to say that the second half of *Side By Side* By Sondheim is too down-beat, and that gifted singer-dancer Tim Flavin and the show's deviser David Korman are outclassed by stupendous Diane Langton and Angela Richards. Sondheim standards from *Company*, *Follies*, *Gypsy* etc provide an evening of musical delights and thrills - blissfully escapist. So is late-night revue *It's Better With A Band* which follows *Sondheim*. Clever lyrics (David Zippel); good tunes; dazzling Shezanne Powell (wickedly funny in three good numbers); Nancy LaMott (show-stopping in a risqué Western Blues); Jacqueline Dankworth and Graham Bickley while away the midnight hour delectably.

There are few delectations in *The Danton Affair*. Pam Gems' distillation of a nine-hours long undramatic "large chronicle" penned in the late Twenties by Stanislaw Przybyszewski, a Polish reclusive morphine addict obsessed by Robespierre. Three tedious hours of historical-social-political confrontation in which marionette-mouthpieces in a dialectic epic roar, posture and yell. Ian McDiarmid (Robespierre) and Brian Cox (Danton), extravagant actors extravagantly cast, bring enormous energy to their clashes and Farnhi's blackened set works well. Why director Ron Daniels persisted with it is questionable.

Mixed reactions greeted *Cabaret*, a crude hybrid of the stage and film versions. Director-choreographer Gillian Lynne presents it as "our Cabaret... in 1986... extreme", grotesquely distorted from its originals. Only Oscar Quilak (Schultz) and Vivienne Martin (Schneider) remain human in a brush aggressive production. A vehicle for Wayne Sleep (Emcee), his new solo "Political Tap" to flatter speechifying is meretricious Nazi-kitsch. I (and others vociferously) hated it but don't doubt its financial success.

PATHE successfully present *The Caucasian Chalk Circle* with a cast of handicapped (physically/mentally) and non-handicapped actors/musicians. Simple means and clever acting make the story clear, moving, tunny: excellent entertainment.

John James

Radio Rivals

"Golden rule number one: always push the paper right through." And why is that? "Because if it's raining it might get wet." The questioner was training some 3,000 schoolchildren who spend forty minutes four mornings a week delivering Birmingham's free newspaper, *The Daily News*. Very little was said about the importance of burglars of these unsolicited free sheets. As it is very difficult to stop them filling up the letterbox, they are precise indicators of who is away on holiday.

A Free Press? was a Radio 4 report by Larry Harris on this particular corner of the print revolution and was to be welcomed as one of radio's rare investigations of its rivals. We heard Southend MP Teddie Taylor enthusing on this growth industry and a little from the public. "I like a free press of them." "Dustbin." We also heard the alarming news that in America (where they are called "shoppers") they run 300 pages.

This apart, it was a disappointing programme. Despite featuring the Birmingham paper which, unlike most of the 800 free sheets, comes out four times a week, it gave very little impression or feel of what paper is like. No quotations. No quotations either from any of the frequently trivial editorial matter that separates the adverts in less ambitious papers. Instead, newsmen rehearsed the arguments about whether free sheets will kill off paid-for local and provincial papers and whether their limited editorial matter can ever be "independent". Free paper advocates talked about the need for "verified free distribution"; ie proving to advertisers that the delivery boy or girl did not get bored half way and sling the rest over a convenient hedge. The programme concluded with the surely debatable remark: "Any extension of the printed word must be good if only to stop local illiteracy."

If radio is nervous of poking its nose into the worlds of journalism, its prepared to mock the news makers. The News Quiz is in the middle of a series in which it has reached splendid new heights of irreverence. Alec Cullen (editor of *Punch*) has been much better than anything in his magazine while Ian Hislop (the *Jo* Gummer of *Private Eye*) has emerged as an apt replacement for Richard Ingrams. Even Barry Took has embarked on bouts of genuine (if savage) humour.

Anyone who believes that scripted radio should be better than patch ad-libbed shows must be disappointed by *Weekending* (also Radio 4), now in something of a trough. Last week's show did have nice parodies of Richard Branson as Batman and of radio shows previewing the royal wedding. The latter included the stop press news of how many shoes the couple were taking on their honeymoon (an even number) and an interview with the girl who once sold Fergie a Twix bar. "She said, 'A Twix please'."

But both sketches were too long by half and much else was unfunny. It is perhaps ironic that the *Radio Times* should like a polished razor keen, "Wound with a touch that's scarcely felt or seen." That means less reliance on funny voices (and only a limited number of public figures have immediately imitable and recognizable voices) and much more ruthless script-editing to achieve (and one difficult to achieve on radio) is to aim for the manic and learn to speak Arapahoe.

David Self

Elvis for Beginners. By Jill Paulmann. Writers and Readers/Unwin Paperbacks £3.95. This comic strip documentary shows how Elvis Presley absorbed and transformed country, blues, and gospel songs into an original form dubbed Rock 'n' Roll.

Robyn Buss

Naughty, but nice

The Acharnians
Westminster School
The Scrap Heap
The Young Vic Youth Theatre
Queenchers
Epping Youth Theatre

Modern translations of ancient Greek comedy should be a mixture of the BBC's *Week Ending*, Saatchi and Saatchi, T S Eliot, Wordsworth and a novelist Tom Holt. By those criteria, his new version of Aristophanes's *The Acharnians* can only be judged a considerable success.

It was also a considerable change of gear for his old school, Westminster's summer plays are usually Shakespearean; rustic rather than ribald performances given in Ashburnham Garden in the very shadow of the Palace of Westminster. The fifth form, cast coped very well, however (despite the absence through illness of a leading player).

It was perhaps to be expected that the broad, satirical *Week Ending* aspects of the play made the greatest impact; or maybe the original play is like that anyway. Whichever, there were Scargilly jokes about miners' strikes in Acharni ("I love that colliery. It may be the pits, but it's my pit") and a magnificent Pythonesque scene in which our hero Dicaeopolis had to improvise a speech to prevent his head being put into a giant Maginot food processor. There was even a bankrupt god caddling the price of a bus ride back to Olympus. High jinks for high summer, but there were mutterings from a few mothers about some of

Among the milling audience, trying their luck on the stalls, were the characters from the play, improvising furiously. Suddenly, two narrow aisles in the stalls were filled with the drums, and the characters introduced this lively and fresh adaptation officially began.

Informality was the key to this promenade production. The doors into the school hall were thrown open and the audience invited in to the factory and from then on were on the move. In all, eight different locations were used. The cast, particularly Mr Wonka, acting as an impromptu MC at various points, threw the audience through signs of promenading inappropriately, were confident and clear and

Star-crossed

Waiting for Hannibal
Black Theatre Cooperative, Midlands
Arts Centre, Birmingham.
Romeo and Juliet.
Theatre Company, Palace
Theatre, Redditch.

The haunting wall of crum horns and other exotic instruments, and Andrea Montagna's simple but evocative staging of flexible wooden panels, painted with the blurred figures and soft colours of old wall paintings, create an exciting sense of a vanished, ancient world: the Carriage of 204 AC which is the setting for Yemi Ajibade's play, *Waiting for Hannibal*.

Written in a straightforward, narrative style, it tells the story of political struggles between Carthage and Rome at times lacking in dramatic tension. It leaves a sobering, sudden impression of the destructive effect of European civilisation upon African ones. A pattern to be repeated many times after these Second Punic Wars.

Ann FitzGerald

Both productions are touring: details of Black Theatre Cooperative on 01-833 3785 and Isis Theatre Company on Oxford (0865) 881822.

ARTS

Hindsight

The Time of Our Lives
Age Exchange

The Time of Our Lives is both a book and an entertainment. Age Exchange, a group working mainly with old people, collects personal memories of the past, selects and weaves some of them into a show, publishes all of them as told, with photos and visual memorabilia. Old people are in at the end of the process as well as the beginning, because the show tours community centres where they are the audience who can watch the past - their past - coming to life again for the space of an hour or so.

This time it's leisure in the Twenties and Thirties. The characters are Elsie and Bert and Reg and Peggy, young people's names then. The dialogue and action is all about enjoying yourself with a lot of energy and not very much money. Biking, courting, trips to the seaside - Bert spoils Peggy Ludd and produces the right verbal formula to claim his News Chronicle prize. The

Jazzed up

Kaleidoscope
Carre's Grammar School, Slanford
July 10.

If it hadn't been for "the blowingest thing since Gabriel" . . . The thought struck me again, this time as I sat in a grammar hall in Lincolnshire; not, you might say, a setting which readily conjures up visions of Buddy Bolden, or of Jelly Roll Morton for that matter. Yet the success of Carre's School's end-of-term entertainment lay in the pleasure which participants and audience gained from the performance of music which would not exist were it not for the work of such early jazz musicians. Indeed there was little during the course of this enjoyable concert which did not in some way owe its allegiance to jazz style: the syncopated pop songs sung by the first-year choir,

Sisters

The fight for the abolition of slavery and black liberation in America is shown to have parallels with the struggles of women and blacks in contemporary society in a new dramatic work, developed under the aegis of London's Royal Court Young People's Theatre. *Women and Sisters* is based on genuine case studies which have

funniest scene is at the pictures, where as the usherette with frilly apron and enormous bow in her hair moans and gawks. Peggy and Bert metamorphose into the stars on the screen. Bert, as Ronald Colman, the dying composer Glaston, expires in clipped tones and nobly stoical coughing, ignoring his leading lady's well-herd plea, "don't die, Glaston".

Jessica Saraga

the blue notes and chord structures of the arrangements played by the Scratch Jazz Band, the catchy tunes of Stuart Neame's over-long oratorio *Escher*. (Even the clever little dramatic sketch, *Darren's Conker*, began to the sound of a recording of Bob Marley's *One Love*. It was then left to the audience to ponder the significance of the blacked-out white boy participating in the sketch. "Black is beautiful" he asserted when green-skinned visitors from outer space put in an appearance.)

Interestingly enough, the evening was master-minded, not by the school's music teacher, but by the drama teacher Peter Harding. Mr Harding played keyboards throughout and elicited some pleasant singing from both staff soloists and choir during *Escher*. I couldn't help wishing for a bit more life and rhythmic drive from the latter occasion, though. Buddy Bolden would have shown them how to achieve it.

Michael Burnett

been researched in some considerable depth and dramatised by a multiracial company of 20 young people from the Activists Youth Theatre. A script has been developed by three young writers working in collaboration with the cast and it is to be performed at the Theatre Upstairs at the Royal Court, Sloane Square from August 7-16. It is hoped it will be available to tour schools in early 1987. Details on 01-960 4641.

David Self

Tollund and Titian

Hughie O'Donoghue: Paintings and Drawings 1976-1986
Axiom Centre for the Arts, Cheltenham until August 9; Laing Art Gallery, Newcastle upon Tyne August 30-October 5.

There is a hallucinatory quality in Hughie O'Donoghue's paintings: monumental and sombre, the intensity of their impact is disturbing. Both the range of colours and choice of imagery are severely restricted, striking a melancholic note which places them firmly in the tradition of Northern Romanticism.

O'Donoghue attributes his anti-classical sensibility to his Irish background. Like so many artists of his generation, he started his career in the late Seventies as an abstract painter but soon found this too restricting and turned to representational imagery, without severing his links with abstraction. Small figurative elements dominate his large expanses of colour through the emotional impact of their subject-matter: an obsessively recurrent "mold" of the head of an Iron Age man embedded in earth. The inspiration came from the "Grabauille" and "Tollund" men found in Denmark - as the painter says, "extraordinarily beautiful images of sleeping men preserved through thousands of years". The motif is explored in both paint-



ings and drawings (which are not preparatory sketches, being as highly finished as the paintings themselves). *Escher* is a series of paintings of a full-length figure, crucified upside down. As with the heads, their serene quality, devoid of "angst", is at odds with the implicit suggestion of a Crucifixion of St Peter: the figurative element loses the dramatic impact it might have had at an illustrative level.

O'Donoghue's awareness of painting's 20th-century predicament (it cannot merely illustrate, but must be self-referential) is emphasized by his elaborate technique: layer upon layer of thick oil, mixed with thixotropic gels, which increase the transparency and texture of the surface. The title, too, was chosen to obscure any too-obvious religious connotations, though he admits to having been inspired by Titian's "Crucifixion". Throughout 1984, O'Donoghue was artist in residence at the National Gallery. In another series entitled

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Publishers - a reminder!

Entries are now being judged both for the inaugural *TES Schoolbook Award* and for the annual *TES Information Book Awards*, details of which were published in these columns on May 23 and May 30 respectively. For those who want full information about the rules, this can be obtained from Sarah Morgan (01-870 9055/8) for the former and from the Literary Editor, *TES* (01-253 3000) for the latter. The closing date for all entries will be August 31.

Athletes seldom need much prompting to offer the view that politics should be kept out of sport, and television usually concurs, probably judging that sport makes enough of a contribution to society by serving as an international market for cars, cigarettes and electronic goods, without dabbling in politics as well. But since together they occupy most of the spaces in transmission time between soap operas, game shows and old movies, there is no sense in turning down an opportunity for some sporting politics. Unfortunately, the Commonwealth Games row with drawal is much like another, whether you present it as an updated list of countries or as film of athletes walking away from the games village. Interviews with sports personalities tend to elicit the opinion that politics should be kept out of sport, which hardly counts as a new angle, so the hint of a royal interest, especially in the week before The Wedding, came as a god-send.

In fact, since 1936, there has been as much politics in athletics as money in boxing. Gordon Williams investigated the case of British World Middleweight Champion Randolph Turpin (64 Day Hero, Channel 4, July 17), and told a fairly typical story of extravagance and tax demands combining to destroy him. But as it unfolded, more sinister evidence of exploitation emerged. Turpin's sister remembered him scattering £17,000 in cash around their front room, and in those days that was not just three times the annual salary of an NHS staff nurse, but real money. Williams

Television Boxing clever

wanted to know where it came from, and who shopped Randy to the taxman, and why.

"As time goes on, the punching power of a boxer is enfeebled," Turpin's accountant told the Commission of the Inland Revenue, appealing for clemency towards his client. . . His brain, through constant pummelling, gets benumbed, his eyes are affected, deafness overtakes him and, in effect, he is lucky if, in the prime of his manhood, he does not turn into a two-legged vegetable." It worked, but before teachers rush to compose similar lurid descriptions of the benumbing effect of life with the Third Year in an inner-city comprehensive, they should pause to consider that boxing is a profession where the damage is inflicted persistently and deliberately. Then, on second thoughts, it might be worth trying.

Robyn Buss

enough, if you also happen to be black and come from South London. Knowing that makes you wary of attacks on "the anti-racist tendency", like Christine Chapman's *Diverse Report* (Channel 4, July 16), especially when they start with the premise that "everyone is opposed to racism". Oddly, the black people who took part in the programme and supported Christine Chapman's policy of self-help for minorities, did not seem to agree. The view from education was given by Ray Honeyford and scenes from a primary school where children were being asked to analyse stereotypes in textbooks. "Anti-racism begins in the classroom," Chapman announced. Teaching pupils a critical approach to media representations seemed sensible enough, though it may deviate from the industrial approach to education Chapman advocated in *Her Diverse Report* on May 27.

Nora Burch began his series on reflections of society in early cinema (What Do Films Mean?, Channel 4, July 18). Television is an ideal medium for this kind of analysis and there is less difficulty in obtaining and quoting from film than from old television programmes: Gina Newson and Marina Warner's *Picturing Women* ended (Channel 4, July 20) with some fascinating cinema representations of Joan of Arc, suggesting the meanings attributed at different times to this enigmatic figure. As well as the archive footage, this gained from a much closer focus than the discussion in the earlier part ("Imaginary Women", July 13).

Robyn Buss

Art forms

Michael Clarke visits a rare exhibition of art work from infant to adult levels



We all take it for granted that, circumstances permitting, a talented child who aspires to be an artist or designer will go to an art school. But very few people beyond a group of specialists know how different schools of art can be, where to find them and just how many courses are available.

How do secondary schools decide what to teach their pupils? After all, not many aim for a career in art or design and even fewer choose the academic option of history of art. But even the very best formal qualifications will be of little use if the inspiring artist is without a good folder of work.

The importance of this cannot be overestimated. Every child with ambition in the visual arts should begin assembling one as soon as possible. Looking through past work is a proven way of discovering personal, creative identity and almost the only way an art school can identify creative potential in an applicant. In fact, it is surprising that the early stages of an artist's careers are almost always omitted in books or exhibitions.

"Infants to Graduates", an exhibition organised at Greenlands High School for Girls in Blackpool, did not perpetuate this artificial barrier between child and adult production. On the contrary, it brought together examples of work done in a dozen of the infant and primary schools from which Greenlands High School receives its pupils and then showed what is achieved on nine foundation, diploma and degree courses in the county at Blackpool and Fylde College for Further and Higher Education, St Martins College, Lancaster, and Lancashire Polytechnic. If the individual development of no single student across this 20-year period was included, a general pattern common to most areas of the country was clear.

The exhibition was almost entirely due to the Head of Art at Greenlands, Ian Holdsworth. With the support of the Headmistress, Angela Winter, his colleagues and the parents' association, he persuaded three commercial companies to provide the financial backing and arranged the use of the community sports hall and the loan of equipment, as well as linking with the contributing institutions.

The outcome was a very large, well laid out exhibition which so smoothly passed from one stage to another that it almost belied the frequent changes of attitude and performance expected of children and adolescents. What began with involuntary brushstrokes and the collaging of feathers, tin-foil,

felt and lace in infancy ended with the autographic, abstract expressionism and mixed-media constructions of the adult, fine art student.

But if introductory and foundation courses are thought necessary to bridge the gap between secondary education and undergraduate studies, what is wrong with the GCSE and CSI (soon to be GCSE) examinations?

One possible answer was suggested by the A level drawing and painting from Blackpool and Fylde College. This was very competent but so narrowly academic that it implied an exclusive devotion to technical matters. Which is quite the opposite to what is encouraged on the foundation, diploma and degree courses, whether they were in fine art, illustration, graphics, photography, three-dimensional design or fashion. Here, it is the exploration of a subject or design brief which leads to an original creation that is most respected. Both the selection and display of work underlined this emphasis.

That was even more true of the work from Greenlands High School. In project after project, you could see pupils recording different aspects of their subjects in closely observed, analytical drawings which they then developed into paintings, prints, photographs, textiles and ceramics, each medium revealing a variety of techniques. All the finished objects were visibly connected to their starting point in the natural or man-made environment but mimicry was only one among many final solutions.

Most fittingly, this was in the area of illustrational graphics. At one point in the exhibition, the illustrational skills of 15 to 16-year-old girls from Greenlands coincided with those of students from St Martins College, both of them using the same subject matter, the highly reflective surfaces of cars and motor-cycles. Yet even here, the vehicle or its parts had been radically transformed into an image which approached the autonomy of the splendid, polychrome screenprints done on the foundation course at Blackpool and Fylde College.

By the time you reached the work of students on BTEC diplomas and BA degree courses, you could fully appreciate the advantages of a more open-ended approach to art and design education. At this level, it is not only the particular issues of their specialist option that students have to deal with but a number of closely related subjects, like psychology, communications and computer-aided design.

The old approach to art and design teaching was a restrictive practice directed towards prescribed outcomes. The new one promotes an enquiry mind and an ability to use a variety of materials and methods to realise an idea or solve a problem.

These are transferable skills as relevant to the majority as the minor that pursues a career in the visual arts. Ian Holdsworth knows this, but he knows how much more diverse the field of art and design education than he was able to show. There was, for example, no school work in Craft or Design Technology and none at any level in film or video. Nevertheless, what he and his colleagues did achieve was admirable. Perhaps for the first time anywhere, it was possible to see a one place something of the range and quality of art and design teaching from infant to adult levels. Others should follow but not imitate his example.



Paintings by a fifth year pupil, sculptures by secondary and further education students



notes

WORLD RESOURCES
"World Resources 1986" is a reference work designed for development planners, geographers, environmentalists, international investors and anyone interested in the latest conditions and trends of the world's natural resources.

It includes comprehensive data tables for 146 countries and special tables highlighting particular resources and trends. Price £11.95.

For further details contact Harper & Row Ltd, 28 Tavistock Street, London WC2E 7PN.

MEDIA GRANTS
The British Film Institute is inviting applications for grants towards postage in media education. Next year's grant will be made in October.

The BFI puts a total of £30,000 a year into advisory teachers' or lecturers' posts like those in Birmingham, Newcastle and Wigan. Each L.A. receives £7,800 for each of the first three years.

Further details from the Education Department, British Film Institute, 81 Dean Street, London W1V 8AA.

level) how it is that there can be no agreement as to skin colour or texture, unless bony scales have left impressions.

The detective work which builds up the picture of a two-foot long double-tooth shark from a jumble of fossil bones in a sewage farm and can even work out what a fossil amphibian had for dinner from bits and pieces in its gut (coprolites) is quite extraordinary, as are the fine tracings which denote a fossil spider or the great bulk of a seven-foot long crocodile.

The liveliness of the exhibition is enhanced by two tanks of fish and frogs, the stuffed replicas of the "Bath-gate beast" and a real fossil which you can touch in its Airbrass sanding equipment - how sharp the spines still on the fish's back! A tape-slide show, well produced by the Hunterian Museum in Glasgow, shows in cartoon form for primary school children how fossils came about, including the well-known incredible information that in the Carboniferous era Scotland was somewhere round the Equator. There is also a nine-minute showing of a BBC video, *Sharkhunting in Beardsen*.

Educational materials are available from the Educational Department of the Natural History Museum, telephone 01-589 6323, and include a make-it-yourself Carboniferous diorama. Well worth a visit.

Victoria Neumark

Poets' corner

Canto Poetry Cassettes
Donald Davie, Sylvia Townsend Warner, Gillian Clarke, Iain Crichton Smith, Edwin Morgan
Cassettes £4.95 each, £7.90 with book
Canto Publications, Floor 3, 443 Christchurch Road, Bournemouth.

The Carcanet Press has for some years been among the most enterprising publishers of poetry in Britain. Now, in association with Canto Publications, it has brought out five cassettes based on a recent batch of *Selected Poems* - those of Donald Davie, Edwin Morgan, Sylvia Townsend Warner, Gillian Clarke and Iain Crichton Smith. Except in the case of Warner, who died in 1978, the poets read their own work and are then interviewed by Michael Schmidt.

The most immediate impact, as one might expect from such a versatile and inventive poet, is made by Edwin Morgan. There are enjoyably energetic readings of some of his sound poems, including "The First Men on Mercury", "The Loch Ness Monster's Song" and "The Computer's First Christmas Card", but he also makes room for the more realistic, Glaswegian side of his work.

Other notable performances include Gillian Clarke's "Letter from a Far Country", Donald Davie's "In the Stopping Train", Iain Crichton Smith's "The Fables", and an extract from his

"Deer on the High Hills".

In the interviews, Michael Schmidt judiciously probes the background, upbringing and characteristic preoccupations of these writers. The Celtic weighting of this particular group of poets enables him to explore questions of language and culture. Iain Crichton Smith, who writes in Gaelic as well as English, is especially interesting on how one tradition can influence another. Gaelic, he explains, helps him to escape the often debilitating grip that irony has on many English poets. He speaks vividly also about his move away from the close-knit rural community of his native Lewis to the urban environment.

Like Smith, Gillian Clarke finds that having two traditions to draw on is an advantage for a poet. Edwin Morgan speaks of having to construct his own tradition, one that is both urban and experimental, by translating foreign poets.

One slightly disappointing feature in this batch of cassettes is the interview, rather over-concerned with gossip about cats, dogs and Dorset, in which Sylvia Townsend Warner's editor, Claire Harman, talks about the poet's life and work. That aside, however, the readings and the interviews, all of them finely produced, do much to illuminate the work of the poets. This is a series to be welcomed.

Ashok Bery

Impressions

Mr Wood's Fossils
Natural History Museum, London
Until August 3
Admission free
Thereafter travelling in the UK for the next two years.

The life of Stan Wood demonstrates that British eccentricity, of the kind that once regularly astounded the world, is not dead.

Mr Wood's life, which is the subject of the first section of the charming travelling exhibition, is exemplary. Working his way up from the merchant navy and selling insurance, he has turned his hobby of fossil collecting into the passport to an Open University degree, a business venture and a reputation as the best fossil hunter in Britain. Fascinatingly, as diagrams make clear, he uses geological knowledge, but also a kind of intuition, based largely on his keen eye for organic traces in stone.

The exhibition is divided into four more sections: on fish; amphibians; excavations in the "nice" Glasgow suburbs of Beardsen; and the "Bath-gate beast", one of Mr Wood's own discoveries and probably much like a newt.

Each section clearly demonstrates how a fossil is detected *in situ*, removed with utmost care and reassembled, and also (often a matter of contention for children, at the primary

Through black South African eyes

Jessica Saraga reviews an ILEA booklet on youth resistance in South Africa



The Child Is Not Dead
By Ann Harries, Roger Diski and Alasdair Brown
ILEA/British Defence and Aid Fund for Southern Africa
Price £2.95 plus postage (£1.60 to ILEA schools)
Available from the Centre for Learning Resources, 375 Kennington Lane, London SE11 5OZ.

This summer - winter in South Africa - sees the 10th anniversary of the Soweto uprising, when school students began to protest about the compulsory introduction of the Afrikaans language medium, and ended in mortal conflict with the authorities on the streets. The anniversary is part of the motivation behind the publication this week of a source book on youth resistance in South Africa in the last 10 years, compiled by the Inner London Education Authority's Centre for Learning Resources, for middle, secondary and further education.

It's not an attempt at balance, just the stark and dreadful experience of black South Africans, seen through black South African eyes. The ILEA has a firm policy commitment against racism and apartheid; putting argu-

ments for apartheid it leaves to others. Another impetus was the concern expressed by young people that they were ill informed about South Africa; they saw violence on the news but did not understand its context. These vivid first-hand responses will be informative, though here the lack of any statement of the South African government's position may be unhelpful. Injustice seems inexplicable as well as indefensible to the young.

The sources are various, from newspaper cuttings and personal accounts to photographs and poems. What they share is the power to move. Such vitality and confidence on the faces of the school girls in the uniforms they'd had to buy to attend the schools they'd had to pay for. Such joy and delight in the face of the black teacher pointing out something on his smashed-up, crumbling chalk board. Such contrasting fear and horror on the face of the boy carrying the dead Hector Peterson, the first child shot dead at Soweto. Such pain and compassion in the face of Winnie Mandela under her high clenched fist at the Soweto funeral rally.

And what mingled sorrow and defiance in the poems which simultaneously mourn and inspire with the

cry of "Amandla!" - people's power. "The child is not dead," insists the poem of the book's title, "the child grown to a man treks on through all Africa, the child grown into a giant journeys over the whole world, without a path."

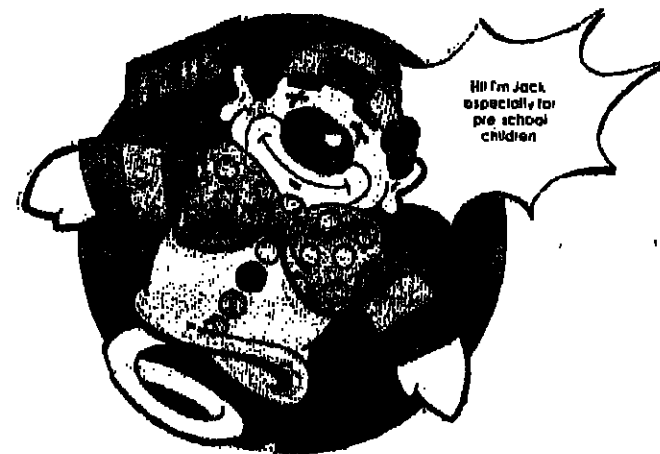
What may prove a problem is the description of violence. It's one thing to include a first-aid guide offered by a local community newspaper. Apply a bag of ice to a rubber bullet wound. Do not try to remove lead pellets with a knife or needle. It gives a chilling but impersonal insight into what for some has become an everyday hazard. But explicit accounts of horrifying injuries are less acceptable, not because they're not accurate, but because some teenagers find an unhealthy fascination in the idea of mutilation, and some find it too disturbing to contemplate.

Both reactions are counter-productive when the suggestions for activities here actually require engagement through empathetic exercises and group discussions. The book should plug a hole not just in political education, but in multi-cultural studies too. The over-riding theme is the strength and struggle involved in being black in South Africa, the pride and dignity of being black anywhere.

MEDIA

Downlink from the bird

David Self on the first cable and satellite channel for children



If you cannot receive cable television, you probably know very little about The Children's Channel. Incredibly, in those homes able to receive it, it is apparently watched by more people between 7am and 1pm than ITV. Over half the children able to view it reject BBC1 or TV-am in favour of its continuous stream of undemanding entertainment, the sort of programming that some might say makes *The Bambi* and *Beetle* look like quality journalism.

The comparison is not accidental. One of the three major investors in The Children's Channel is the Dundee publisher of comics, D.C. Thomson and Co. The other two are the entertainment giant Thorn EMI and British Telecom.

The Channel's programming is put together in London and transmitted on a geo-stationary satellite which remains geo-stationary over Europe. Together, Intelsat and its cousin Eutelsat "downlink" to no less than 18 television channels. These range from Screen Sport and Music Box to Ted Turner's non-stop Cable News Network ("Experience life on CNN") and The Children's Channel.

Unlike some channels, such as the movie network, Premiere, The Children's Channel is not "encrypted". So anyone with a suitable dish can downlink from the bird, as they say.

It is difficult to estimate how many people in Britain have their own dish. Officially, to have one, you must be in possession of a £10 licence from the Department of Trade and Industry. At the end of last year, 600 had been issued. Then a dish cost about £1,500. The price now is in the £500-£600 range and a member of the industry estimates that over 3,000 have been sold.

However, most people who watch satellite television receive it by cable. The few high profile systems, such as those in Swindon and Croydon, are only the tip of an iceberg. Heralded as part of a new glorious technological revolution which would result in the

SATELLITE TERMS

Antenna: any aerial capable of receiving signals from a satellite; usually a parabolic dish.
Bird: American slang for a satellite.
DBS: direct broadcasting by high-powered satellites to individual receivers.
Dish: type of antenna.
Downlink: the transmission path from satellite to receiver.
Encryption: the scrambling of a signal so that it can be received only by customers who pay to use a decoder.

Footprint: the area of the earth over which a satellite signal can be received.
SNATV: Satellite master antenna television: a system whereby one dish serves a small community such as a block of flats or hotel.

cabling of Britain", these have mostly been shunned. But in over 50 towns and cities there still exist old "rediffusion" networks, systems that brought BBC and ITV programmes to individual homes in places where reception by aerial was poor or where a local authority wished to avoid a rash of unsightly aerials. Most of these networks had spare channels; these now carry The Children's Channel and other satellite channels into hundreds of thousands of homes.

Intelsat's "footprint" stretches from north Africa to Iceland and Finland. The Children's Channel can, therefore, be received over most of Europe but its programming is said to be aimed specifically at the UK. It certainly takes account of, say, half-term weeks. It is transmitted from 7am till 3pm, the last four of these hours being a repeat of the first four. Each four-hour block contains two 100-minute sequences and, of course, the commercials. On weekdays from 7am till 9am (and from 11am till 1pm) comes *Roundabout*, aimed at "school age children". From 9am till 11am (and from 1pm till 3pm) *Jack in the Box* sets out to entrance the under-fives.

Roundabout, fronted by former Magpie presenter Mick Robertson, is described as a magazine. It is sustained by re-runs of cartoons such as *The Tin and Jayce* and *The Wheeled Warriors*. "Jayce forms the fighting league to save the universe." Punctuating the cartoons are some repeats of dramas (*Jack Holborn* was shown last month). But about a fifth of the show is actually what the Channel itself - including educational output. This ranges from Gian San Marco (television's Adrian Mole) presenting *Tech Talk*, a short feature on computers, to Leslie the Cable Cook (who is better than she sounds).

Jack-in-the-Box is sustained in similar fashion by repeats of cartoons but has an on-screen playgroup not unlike Anglia Television's ancient *Romper Room*. Weekends bring even more cartoons. *Vultron*, *Defender of the Universe* is a fairly stupid giant robot; *He-Man* is Superman in different underpants and *She-Ra* is Superwoman without the disguise. There are also less than new feature films and a magazine called *Scoop* complete with horoscopes for children and Su Pollard (Peggie from *Hi-de-Hi!*) as an agony aunt.

It is all moderately bland: no real horror, no serious violence. The studio-made material is unimpeachably cheerful, often verging on the slapstick. It is also pretty mind-numbing. What is more worrying is that it is so popular and has already encouraged ITV into competition. From October, Independent Television will be transmitting continuous children's programming on Sunday mornings - mainly on ITV but switching to Channel 4 during church service.

Apart from what this says about family Sunday mornings, it promises that very shortly, children's television will be available every moment children are awake - and, things being what they are, very few of those hours are likely to be filled with even remotely mind-extending programmes.

Crossing scientific boundaries

Robin Buss looks at Channel 4's new science and technology series

Equinox
Channel 4
Thursdays from July 31, 8.00pm.

Equinox is Channel 4's new series on science and technology, with executive producer Patrick Uden coordinating the programmes, each made by different directors with a very liberal interpretation of its terms of reference.

One of the earliest programmes is Jonathan Miller's compelling human document "Prisoner of Consciousness" (August 14), which studies the case of profound amnesia resulting from a virus infection. Clive suffered brain damage which permanently affected the ability of his brain to retain information for more than a few minutes. Finding himself in a room, he cannot remember how he got there and he needs a continually updated, written record to confirm sequential activities through the day. His case suggests the mysterious nature of memory and also raises social questions about the treatment of sufferers from this kind of handicap.

The programmes on July 31 and August 7 come closer to the guiding themes of the series, with a two-part study of the development of a turbo-charged racing engine. Involving high technology, speed, design problems, industrial rivalry and, surprisingly, traditional craftsmanship, it conveys some of the excitement and hard work involved in any form of technological advance.

A week earlier, Sheila Hayman looks at the cities of the prewar future in *Metropolis* and *Things to Come*, and rightly concludes that notions about tomorrow are mainly concerned with today. The adjective "futuristic" is an advertising term. Like the series as a whole, this crosses boundaries between industrial and scientific research, commerce, industry and art, and anchors them where they touch our everyday lives.

4 Titles Available For Recording From Sunday 27 July 1986
Approximate Transmission Times

Monday 28 July
6.00 Pocket Money Programme - Repeat Fee Code B
10.00 Commodities Fee Code D
Wednesday 30 July
6.30 Flashback - Images of the Family - Repeat Fee Code C
8.00 Blood of the British - Repeat Fee Code B
8.30 Diverse Reports Fee Code B
Thursday 31 July
8.00 Equinox Fee Code D

Friday 1 August
3.30 Asian Arts Fee Code D
9.30 What Do These Old Films Mean Fee Code E
For more information contact:
GUILD LICENSING
6 Royce Road,
Peterborough PE1 5YB
(0733) 316315
Late Charges (0733) 312152

ENDPAGE

Story time

Leslie Bennett and Brian Brown look at a new source of well-loved tales

A major problem in translating the written word into mother tongue lies in preserving the integrity of the author's original creation. This is as true of stories with a largely oral tradition as of full length novels. Few ever achieve it; the film of the book often turns out to be a distant relative of the original. But for primary teachers considering the use of story videos with young children, other aspects can be more important.

It is not just a question of whether the film faithfully represents the book, but whether it can contribute to the development of critical skills and appreciation, and provide insights into literature. Without these, children can only ever view the cinema or TV screen passively and on a superficial level. In the company of a competent and sensitive adult, all children can achieve those skills in some measure, and respond with a willingness to give more time and intellectual effort to understanding the story.

The importance of stories as a source of new experience to young children has long been used by teachers not only as a source of pleasure and emotional satisfaction but as an introduction and reinforcement to language skills and literary appreciation. Many children have no other source of such experience.

The acquisition of reading skills is heavily dependent upon hearing language spoken, particularly in the home. Research into slow learners indicates that children whose home environment enriches their language have a head start and those whose language world is undernourished require compensating attention in their early school years.

This does not necessarily mean that children whose parents infrequently read to them do not hear stories in the home. More often than not they are reared on a diet of *Jockystraw*, *Play School*, *Cumbersby Green* or *Porridge*, which offer a substitute for the traditional bed-time story period.

Their companions are the television screen and the video recorder which they can manipulate with a confidence many teachers lack.

In those early years the context of story time, whether in bed or in the classroom, is as important as the story itself. The human contact and the sharing of the experience can make as deep an impression as the tale being told. By comparison the two-dimensional screen and the disembodied voice are a poor substitute.

Story time should, therefore, remain the priorities of every primary school teacher. But if we accept that many children's appetite for stories is greater than teachers can satisfy, and that for disadvantaged children teachers can never find time to offset the lost opportunities in the home, it is reasonable to consider the use of video as a supplementary source, particularly of familiar and well-loved tales.

It is important to remember that the experiences are different, both in context and quality. Sitting in front of a TV set is not the same as sitting beside a story-teller, or curling up with a book. A story that one reads for oneself, or hears read in the company of the reader makes different demands from one told in words and pictures on a TV screen. The reader or listener has to create images in response to the words, while a video presents a single version of the story.

If the viewer is familiar with the original story, that can lead to deeper appreciation. Alternatively, the video can lead the viewer to read the original, perhaps for the first time. But the difference between the two may be as great as that between natural and processed food. The technical achievement may be excellent, the packaging appealing and the presentation persuasive, but all too often the contents bear little resemblance to the original and there is little left to chew on.

However, for the undernourished, processed food can go a long way to providing a staple diet. So too can

good night..mummy.



stories on video. Used as a supplement to the human voice, they can help provide the experience necessary for building language skills. As a resource alongside printed books to which the

individual child can be directed, video can offer a constantly re-usable tool which could greatly assist children who would otherwise have been left behind in the learning process.

Child care

Developments in Child Care: Into the Twentieth Century 1906-1948 VHS, Betamax, U-matic £100 + VAT to buy; £7.50 + VAT to hire Barnardo's Film Library, Barking, Essex IG6 1QG.

Poor Victorian children While their parents may have been fond of them the point of education, British society tended so far to neglect the orphan, the battered, and the abandoned that, paradoxically, we now have a whole host of philanthropic organizations founded at the height of the industrial squalor and misery of the urban poor. Of these, Dr Barnardo's, famous for its motto "No destitute child ever turned away", has now moved from the care of orphans into counselling for families with problems, residential work with handicapped children, rehabilitation work with teenagers in trouble, and educational material.

Into the Twentieth Century 1906-1948 is aimed at social history and community care students. In 1905, when the film opens, the "Work" was still in full swing, catching the "undeserving" poor and their children alike, demanding of them grueling physical labour in exchange for a roof and scanty food and, of course, as play, individuality in dress, or personal affection. As the toothy and breathless narrator points out, practice was done to change in conformity with periodic outbreaks of public concern.

Though the introduction of two school meals, juvenile courts and widowed mother's (meagre) pensions were small steps to alleviate the lot of deprived children, and stricter controls on adoption and "reform" schools were to be introduced, it was not until the 1930s, with the severe problems of the Depression, that the whole system came under widespread attack, both from enlightened workers within the Home Office and from concerned outsiders.

Taking children away from bad homes into regimented institutions was widely recognized by the thirties to be denying the child individual life, though many a Victorian Barnardo's had must needs be blessed the regimen of training, drill and religion as better than living hand-to-mouth, avoiding market porter's blows.

The pendulum was to swing back again in 1945 when public indignation was aroused by the death of 13-year-old Dennis O'Neill, who had been removed from an abusive home and sent to foster parents whose cruelty and neglect killed him. Out of the indignation came the Curtis Committee, whose findings led to the Children Act of 1948, on which much of today's local authority care is still based. It was only then that the last vestiges of the Poor Law system which had cradled England's poor for centuries were ended.

The film does not mention theoretical developments in the psychological understanding of children, particularly from the followers of psychoanalysis, which contributed to a feeling that simply keeping neat and tidy was not enough. It focuses more on the practical means by which "the need of the children to feel loved and wanted" was to be met.

Nor does it go into why the concept of "deserving" and "undeserving" poverty may not be useful in discussing the care of children - rather a point in the Thatcherite rightist? But it does cover the legislative ground thoroughly, shows many interesting photographs and early film clips and is a useful addition to the teaching of this fascinating subject.

Victoria Neumark

References:
G. Upton (Editor) *Physical and Creative Activities for the Mentally Handicapped*, Cambridge University Press, 1979
L. Groves (Editor) *Physical Education for Special Needs*, Cambridge University Press, 1979.

With relationships

Sally J Riley on a movement programme for handicapped children

"When do the Red Girls come to Mayfield?" asks Clare almost every time I see her.

"Red" refers to the colour of the PE shirts worn by the pupils from Holy Cross High School, Chorley, who twice a week visit Mayfield, a nearby school for children with severe learning difficulties. The purpose of the visits is for the 15 girls and one boy to act as helpers in movement lessons, following the techniques of Veronica Sherborne, as part of their fifth-year Child Care Community Service course.

The scheme was initiated following a county course on "Physical Education in Special Schools" in May 1984, when Veronica Sherborne demonstrated her techniques to an enthralled audience of teachers. Following this, the Area PE Adviser approached Mayfield with a view to developing a movement programme with the assistance of the Holy Cross pupils.

Last year I went to the High School to teach pupils about their role in the movement activities so that they would be prepared to come to Mayfield and work with some of the children. The 20 Mayfield children who have been involved in the scheme so far suffer a variety of handicap. All of them have poor coordination and body awareness. In many instances they have a distorted body image and are unable to tackle a movement problem logically.

All the children are ambulant with the exception of one child who is spastic. But the whole to walk with assistance. Generally, the children lack the confidence when exploring their

environment and they need to be stimulated carefully and encouraged to enjoy movement. So, our problem with this particular group of children is to motivate them to learn to move and through their movement to learn about their environment and themselves.

The movement experience which Veronica Sherborne has devised over 20 years can contribute to the development of the severely handicapped in two important areas: the development of building relationships and the development of a self-image, a self-concept.

The majority of mentally-handicapped children and adults experience great difficulties in relating to other people, but this can be achieved through relationship play. This involves containing, supporting and caring activities when the High School pupils work on a one-to-one basis with the Mayfield children. These activities are referred to as "with relationships". Every movement lesson begins with a rocking activity when the child is contained by the helper and gently moved from side to side and when confidence develops, rocking forward and back is introduced. It is important to generate trust between the child and the helper before progressing to more advanced techniques and so repetition plays a significant role in each lesson.

It is interesting to note that for the first two movement sessions in September, the children were very nervous of this activity and were unsure of what was expected of them. Consequently, many of them evaded their helpers and sought every oppor-

tunity to run away. Similarly, several High School pupils lacked confidence in their handling and, through inexperience, their response to the children lacked consistency. We have progressed a long way since then. With a few exceptions, the relationships between the child and helper are sound.

Videotapes of early and mid-point sessions show a marked improvement in the amount of work being done, the pleasurable contact between some of the couples, the atmosphere and perhaps most importantly, the willingness on behalf of the children to trust in their helpers and respond in movement situations in a more positive manner. We are now at the stage where some of the children take the initiative and ask for particular movement experiences which they enjoy, such as jumping, swinging or sliding.

The next development is to experience "against relationships", which encourages the children to be firm and stable and to develop qualities of strength, determination and the capacity to focus and direct energy. Thus the emphasis is placed upon the continuing development of body awareness, of self-image, through relationship play.

Since many mentally handicapped people have little awareness of the trunk and knees, it is essential to teach control of weight-bearing body parts so that the body can move fluently and efficiently. We are only just beginning this part of the programme as the emphasis so far has been on building relationships; now we shall begin to test their strength and depth.

The experience of this integration programme between our schools has been most interesting. For many of the High School pupils, it has been enlightening since the majority have had no previous experience of mental handicap. It has tested their capacity to work with children with a limited range of movement and to cope with some extreme forms of behaviour; it has also highlighted their ability to communicate with some children who have no expressive language and whose comprehension of language may be very limited.

Significantly we feel the movement programme has helped these pupils from mainstream education to develop more awareness of the handicapped as part of the community and not as an isolated and perhaps frightening group. We hope our work will help them to adopt a confident, outgoing approach towards others with any form of handicap of special educational need. The Mayfield children have shown a more positive attitude to movement and the majority enjoy the contact and attention of their helpers. I hope they will continue to explore their environment and in so doing to discover more about themselves.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant	Sixth Form and Tertiary Colleges	English	34	Youth and Community Service	36	Examiners	41	Educational Courses	42
	Heads of Department	Geography	34						
	Scale 1 Posts	Modern Languages	34						
		Music	34						
Nursery Education		Physical Education	34	Overseas Appointments	36	Miscellaneous	40	Personal	42
Other Appointments	27	Science	34					Announcements	42
		Other than by Subjects	34	Administration		Outdoor Education	42		
				Local Education Authority	39			For Sale and Wanted	42
Primary Education						English as a Foreign Language	42	Holidays and Accommodation	42
Headships	27	Colleges of Further Education	34	Administration General	39				
Scale 1 Posts	27	Other Appointments	34			English as a Second Language	42	Business Opportunities	42
				Social Services	39				
Secondary Education				Child Care	39	Appointments Wanted	42	Properties for Sale and Wanted	42
Remedial and Special Needs	28	Appointments in Scotland	34						
Teaching Posts	28	Polytechnics							
Art and Design	28	Heads of Department	35						
Computer Studies	28								
Craft Design & Technology	28	Independent Schools							
Economics & Business Studies	29	Deputy Headships Senior Master/Mistresses	33	University Appointments	35				
English	29	Computer Studies	33						
Geography	29	Economics & Business Studies	33	Research Posts	35				
History	29	English	33						
Home Economics	30	Geography	33	Service Colleges	35				
Humanities	30	History	33						
Mathematics	30	Pastoral	33	Colleges of Higher Education					
Modern Languages	30	Physical Education	33	Other Appointments	36				
Music	31	Science	33						
Physical Education	31	Other than by Subjects	33	Community Homes and Associated Institutes					
Religious Education	32			Other Appointments	36				
Science	32	Preparatory Schools							
Social Studies	32	Headships	34						
Speech and Drama	32	Classics	34						
Technology	32								

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Nursery Education

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Required for September 1986: a teacher for the Nursery Class (Scale 1) and a teacher for the Infant Class (Scale 1). Applications with c.v. and references to the Headteacher, 100026

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Scale 1 Posts

BUCKINGHAMSHIRE EQUAL OPPORTUNITY
MARCH COUNTY FIRST SCHOOL
Woburn Road, High Wycombe HP11 1BW
Required for September 1986: a teacher for the Nursery Class (Scale 1) and a teacher for the Infant Class (Scale 1). Applications with c.v. and references to the Headteacher, 100026

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BUCKINGHAMSHIRE EQUAL OPPORTUNITY<

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SCALE 1 APPOINTMENTS
THE RADCLYFFE SCHOOL,
Hunt Lane, Chadderton, Oldham
ART TEACHER
Required for September 1986 with special interest in print making.
The ability to offer Graphics would be an advantage.

KASKENMOOR SCHOOL,
Roman Road, Hollinwood, Oldham.
HISTORY TEACHER
Required for September 1986. A well qualified teacher is required to
teach across the full age and ability range. Temporary to 31st August
1987.

BREEZE HILL SCHOOL,
Roxbury Avenue, Oldham.
GEOGRAPHY TEACHER
Required for September 1986. A graduate is required to teach across
the age and ability range. Temporary to 31st August 1987.
For all the above posts please apply by letter to the Head of the
appropriate school including full c.v. and names and addresses of two
references no later than 1st August.

ST. AUGUSTINE OF CANTERBURY R.C.
SCHOOL.
Grange Avenue, Oldham.
The following posts are available from September 1986.

FRENCH TEACHER
HOME ECONOMICS TEACHER
MATHEMATICS TEACHERS (3 posts)
1 post is temporary to 31st August 1987, 1 post is temporary to 31st
December 1986, 1 post is permanent.
Please apply by letter including full c.v. and names and addresses of
two referees to the Chairman of Governors, St. Mary's Presbytery,
Rath Street, Oldham, OL1 3EZ as soon as possible.

OUR LADY'S R.C. SCHOOL,
Vaughan Street, Royton, Oldham
The following posts are available from September 1986.

MUSIC TEACHER
To work within the performing arts curriculum. Practising Roman
Catholic preferred. Temporary to 31st August 1987.

TEACHERS (3 posts)
Required who are able to contribute to one or more of the following
subject areas: Mathematics, English, Science and Creative Studies.
These posts are temporary to 31st December 1986.
Please apply by letter to the Head of the school including full c.v. and
names and addresses of two referees as soon as possible.

**SPECIAL EDUCATIONAL NEEDS SUPPORT
SERVICE**
TEACHERS (3 posts)
Required for September 1986 to work in mainstream secondary or
primary schools supporting pupils with special needs and their
teachers across the curriculum. Scale 3 posts may be available for
suitable candidates. Temporary initially to 31st December 1986.
Please apply by letter to the Head of Service, Radcliffe Street Centre,
Royton, Oldham as soon as possible.
An Equal Opportunity Employer

(500308)

**SHROPSHIRE
BEDSTONE CO.**

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WREXHAM

LINDISFARNE COLLEGE
Clywed
Mixed boarding and day, 270
places.
Required for ONE TERM from
September 1986, temporary
teacher for CLEMSTON and
PHYSICS up to 'A' level.
Salary in excess of Scale
Burnham.
Ideally the candidate should
be resident (single career
model) available. An E
test in outward bound school
boarding school
commitment would be an
advantage.
Further details available
from the Head of Science, Te
Rusdon (0978) 361180.
Apply in writing to
the Director of Education, Col
lege, Rusdon, Wrexham
Clywed LL14 6LD.
(19858) 15481

SHEFFIELD

DIRKDADE SCHOOL
Sheffield

IAPS school for 475 boys
aged 4½ to 15

An unexpected vacancy
due to illness, has occurred
for a **FORM TEACHER** for
6 YEAR OLDS.

A temporary appoint-
ment from September
1986 to July 1987.
Interested Christian pro-
fessionals should send
Applications (no form
needed) curriculum vitae and
references, addresses and tele-
phone numbers to the two re-
sponses should be sent as
soon as possible to The
Director, The Birkdaide
School, Oakham Road,
Sheffield S10 3DH, from
whom further details may
be obtained.

be obtained.
(15839) 18562

QUANTOCK SCHOOL

Stowey, Somerset

boys boarding (only) school, and close to the sea. Girls are member 1986. Classes are very man 10 pupils per class.

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y in a selection of the Basketball, Volleyball, Abseiling, Sailing, etc. Housemother for girls

ailable if required. Please reply ter.

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Preparatory Schools

Headships

MANCHESTER
Headmaster/Mistress required for North Manchester Preparatory School, preferably from September 1986. This application for January 1987 also accepted.
Salary will be in accordance with Birmingham Headteachers Scale.
Please send C.V. for further details to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

By Subject Classification

Classics

Other Assistants

LONDON SW1
Required for September 1986. Qualified and experienced teacher to teach Greek and Latin. Greek and Latin. Part-time. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

English

Other Assistants

LONDON
Teacher of English required to teach to C.E. level in boys' preparatory school. Ability to assist with drama and music an advantage.
Salary in line with C.E. and two references to: The Headmaster, The Prep School, 14, Stratford Road, London N1 1JN (14527).

Geography

Heads of Department

KENT
Head of Department of Geography, English and History. This is a full-time position. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

APPOINTMENTS IN SCOTLAND

Strathclyde

GLASGOW SUB-REGION EDUCATION DEPARTMENT INSTRUCTOR/ESS

Achnames Outdoor Centre, Glasgow, Argyll.
Salary Scale - APV/APV - £7,207.50 with progression to APV £22,250.00 on possession of relevant qualifications plus 14% Irregular Hours Payment.
This appointment is temporary MSC funded until approximately October 1987.
Applicants will be required to contribute to the social and personal development of centre users through programmes of outdoor education and related activities. A full current driving licence is essential and experience of driving 15 seater vehicles is desirable. Recognised qualifications in Outdoor Activities such as sailing, canoeing and mountaineering are essential plus appropriate experience.
Application forms and full job description may be obtained from the Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House, 20 India Street, Glasgow to whom completed forms quoting Ref. G 0735 should be returned by 11 August 1986 (0262).

R.M.O. McCulloch
Director of Manpower Services

Other Assistants

CUMBRIA

Lake District based prep school (100 children) requires a full-time, enthusiastic, young teacher to be in charge of Geography teaching to Public School level. Candidates should be prepared to take an active part in school activities. Interviews will be held on 11th August. Please apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

Applications by letter please, with C.V. and names of three referees to: The Headmaster, Strathclyde House, 20 India Street, Glasgow G1 1JN (14751).

Modern Languages

Other Assistants

SHREWSBURY
SHROPSHIRE PACKWOOD
Required January 1987, qualified teacher for French in department of three. Games always useful in other outside interests. Resident accommodation for single person. Good post for month qualified teacher.
Salary in excess of £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

Music

Heads of Department

WESTSUSSEX
Head of Music for independent boarding preparatory school. This is a full-time position. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

Physical Education

Other Assistants

WESTSUSSEX
Required September or January 1987, trained teacher to take charge of Physical Education in a boarding school. Candidates should be prepared to take an active part in school activities. Interviews will be held on 11th August. Please apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

Science

Other Assistants

KENT
MAKINGBROUGH HOUSE
Required September 1986, qualified teacher for Science in a boarding school. Candidates should be prepared to take an active part in school activities. Interviews will be held on 11th August. Please apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

Other than by Subject

Classification

Other Assistants

LONDON N16
Head of Department of Music for independent boarding preparatory school. This is a full-time position. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

LONDON SW1

Required for September 1986, qualified teacher for French in a boarding school. Candidates should be prepared to take an active part in school activities. Interviews will be held on 11th August. Please apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

LONDON

Independent Girls' School requires full-time qualified teacher for Junior Department in September.
Please send CV with names and addresses of two referees to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

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Please send CV with names and addresses of two referees to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

LONDON

Teacher for General Subjects required for this Catholic Prep School. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

NORFOLK

Required for September/January 1987, qualified teacher for 7-8 year olds. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

NORFOLK

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SURREY
ST. CHRISTOPHER'S SCHOOL (I.A.P.S.)
41 Westborough, Woking, Surrey GU24 0JX
Required for September 1986 or January 1987, qualified teacher for form of 3 year olds. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

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41 Westborough, Woking, Surrey GU24 0JX
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Colleges of Further Education

Other Appointments

AVON COUNTY
SOUTH BRISTOL TECHNICAL COLLEGE
DEPARTMENT OF ADULT STUDIES AND COMMUNITY SERVICE
YOUTH TRAINING SCHEME
Required for September 1986 or January 1987, qualified teacher for form of 3 year olds. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

AVON COUNTY
SOUTH BRISTOL TECHNICAL COLLEGE
DEPARTMENT OF ADULT STUDIES AND COMMUNITY SERVICE
YOUTH TRAINING SCHEME
Required for September 1986 or January 1987, qualified teacher for form of 3 year olds. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

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AVON COUNTY
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DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
DUDLEY COLLEGE OF TECHNOLOGY
LECTURER IN RETAIL MARKETING
Required for January 1987, a Lecturer in Retail Marketing. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

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LECTURER IN RETAIL MARKETING
Required for January 1987, a Lecturer in Retail Marketing. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road, Manchester M20 2QD (14527).

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COLLEGES OF FURTHER EDUCATION
continued

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LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
WIGSTON COLLEGE OF FURTHER EDUCATION
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Required for January 1987, a Lecturer in Retail Marketing. Salary £10,000 p.a. plus 10% O.T. and 10% P.A. Apply to: Mrs. J. Brown, 152, Palatine Road

SPAIN
 Full Year, 1989, incl. Autumn

[illegible]

Identify local members of the
take over and recommend
tic training in the UK.

Priser/Assistant Professor
e Skills with particular
o English for science
logy,
Education, University

ociation with the Head of
develop courses in English
undergraduates; to advise on

... to assist in the development and teaching of English as a second language.

- to assist in the in-service training organised by and for secondary schools; identify local members

in TEFL and an MA in Applied
at least 5 years' relevant overseas
required, preferably in the

wances: £1,710-£5,540
 salary and marital status

ation allowances and holiday
nished accommodation; outfit
age allowance; medical

● Council

Miscellaneous

EXPERIENCED STORY TELLERS wanted to promote children's conversation series (the Quill, Hedgehog, novels) in schools. Suit re: formal teachers. 10.30-11.00 hours. Feather Books, Fair View, Old Copple, Shrewsbury, Shropshire. (14857) 660000

A SALES CAREER with Sun Life of Canada offering an interesting and rewarding future, combining security and real opportunity. Full training, unlimited prospects and attractive income. Suitable applicants, aged between 24 and 45, can be employed in the area of their choice. Phone 01-920 5400. Ext. 267 or write Mr. R. J. Culley, 24 Copple Street, London SW1V 5NH. (16419) 660000

CAMBRIDGE UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE Writers required for objective-type questions, multiple-choice, short-answer and data-response/structured questions in all subjects at level 16. Apply to: Dr S.C. Thompson, University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge CB2 3RQ. (15840) 660000

VIDEO PRODUCTION COMPANY Requires freelance writers to produce support material for educational programmes. Please write with CV to P.O. Box 50584, Priority House, St. John's Lane, ECLM 4BX. (15571) 660000

EAST DEVON DISTRICT COUNCIL ACTIVITIES OF FICER COLINTONZE SPORTS CENTRE, Olney St. Mary. Salary £6,105 - £6,685 p.a. inclusive.

Due to the popularity of this dual use Sports Centre which comprises a multi-court sports hall, health and fitness studio and ancillary accommodation, an opportunity exists for a fit and energetic person to complement the existing staff. The person appointed will be expected to specialise in the health and fitness studio with duties to include fitness testing and teaching on an individual and group basis and to provide general assistance to the Manager.

The Activities Officer will have a knowledge of anatomy and physiology, fitness training (general and specific) and diet, probably with a relevant degree. The post holder will also assist the Manager in other aspects of Sports Centre management including duty officer responsibility where appropriate.

The post is likely to be of interest to someone looking towards recreation management as a career and will be offered initially for 12 months.

Application form and job description available from Personnel Officer, FICER, Olney St. Mary, Exmouth, Devon EX31 1LJ. Tel: 0392 5531. Fax: 354. Closing date: 4th August 1986.

This Council has adopted a positive policy in respect of the employment of disabled people. (15814) 660000

NATIONAL COUNCIL OF YMCA INNOVATOR - SPORTS HEALTH AND FITNESS

With the support of the Sports Council, the YMCA invites applications from suitably qualified persons for this new position.

The appointed person will be expected to stimulate the development of Sport Health and Fitness Programmes throughout the country as identified with the Christian principle of the YMCA.

Salary - in the range £10,500 plus Out of Pocket Allowance. Further enquiries to: Mr. John Johnson, Head of Education, National Council of the YMCA, London E17 3DZ. Tel: 01-5599. Ext. 291. Closing date for applications: 15th August 1986. (15583)

DUDLEY JUVENILE LIAISON BUREAU

Bureau Director

£11,280 - £12,888 (or nearest equivalent in the event of secondment)

The Dudley Juvenile Liaison Bureau is a new project supported by Dudley MBC Social Services and Education Departments, the West Midlands Probation Service, and the West Midlands Police with the aim of diverting young offenders from the juvenile justice system. The Bureau will be staffed by personnel from each of the participating agencies.

The Bureau Director will be the first post to be filled, and the successful applicant will therefore have a real opportunity of helping to build a new team. Applications are invited from suitably qualified people from social services, probation, teaching or the youth service. Should the person appointed be an employee of Dudley MBC or the West Midlands Probation Service there could be the possibility of secondment to this post.

We are seeking someone who is committed to the idea of diversion, who will be able to build and lead a team of professionals with differing backgrounds and who will be able to promote the concept of diversion to a sometimes sceptical and punitive world. For informal discussion please contact: David Sturgis, (Dudley) 58433, Ext. 58031 or David Betty (Sedgley) 7970.

Application forms can be obtained from the Director of Social Services, Ednam House, St. James's Road, Dudley, West Midlands DY1 3JF. Return by 18th August 1986.

Senior Education and Training Advisers

There are opportunities at Regional Offices in Birmingham and Surbiton (shortly moving to Woking) to provide an advisory service at local, regional and national levels on the provision of education and vocational training facilities.

Work will include visiting establishments and appraising the state of workshops, equipment and classroom materials; teaching and standards; supervising expenditure on vocational training courses; developing and establishing new facilities; and liaising with outside bodies which influence the provision of education and training in a penal setting.

A teaching qualification is essential together with experience of vocational/industrial training and of further education. You must also have a technical qualification: CGLI, HNC or equivalent.

Salary: £11,745 - £14,480 according to qualifications and experience.

For further details and an application form (to be returned by 15 August 1986) write to Civil Service Commission, Altonon Link, Basingstoke, Hants RG21 1JH, or telephone Basingstoke (0256) 168561 (answering service operates outside office hours).

Please quote ref: G/6949.

The Civil Service is an equal opportunity employer

Home Office



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QUALITIES FOR SUCCESS IN OUR MEDICAL SALES TEAM

As one of the most innovative members of the Glaxo Group, Duncan Flockhart is a very successful sales and marketing Company with a proud record of achievement in two key areas of medicine - the treatment of cardiovascular diseases and the treatment of pain. We now wish to strengthen our highly professional and hard working team by appointing a number of Representatives in vacancies nationwide, including the Midlands and London.

When standards are as high as ours, you'll appreciate why we only select the very best to join our Medical Sales team to communicate the benefits of our products to General Practitioners, Hospital Doctors and Pharmacists. You must be a

dynamic, self-motivated and ambitious young man or woman with a degree from any discipline and at least two years' work experience.

If you can match our expectations, we will enrol you into a highly professional training programme to help you develop a high earning career in ethical pharmaceutical sales. You'll also enjoy an initial salary package ranging from £10,000 - £14,000 p.a. plus a Company Car, comprehensive benefits and excellent opportunities for career development.

Professional, persuasive, confident and dynamic - if that sounds like you please contact our Recruitment Consultant at Moxon, Dolphin & Kirby, 178-202 Great Portland Street, London W1N 5TB. Tel: 01-631 4411.



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National Council for Vocational Qualifications

Chief Executive

£32,350 — £35,350 p.a.

As a result of its acceptance of the recommendations of the Review of Vocational Qualifications, the Government is establishing a new national body - The National Council for Vocational Qualifications - to implement a system of qualifications better suited to meet the demands of a modern trading nation, ensuring a better qualified, fully competent workforce.

Based in London, you will be accountable to the National Council for the development of a comprehensive, relevant, and accessible system of vocational qualifications throughout England, Wales and Northern Ireland. You will be responsible for about 60 staff, many at senior professional levels.

You will be expected to ensure the development and effective implementation of the policies of the Council, to assume full financial control of the Council's operations, and to establish effective relationships with educational, professional and industry bodies.

A proven record of achievement in a senior managerial capacity, a good understanding of education and training systems, and the communication skills to negotiate effectively at the highest levels in industrial, educational and government circles will be essential.

Above all, you will need the vision, commitment and expertise to help realise the nationally important objectives of this new Council.

A starting salary in the range of £32,350 — £35,350 is offered and terms and conditions of appointments are analogous to those in the Civil Service.

Please contact James Lowe, at PER's Leicester Office (0533) 551418 for further information. Relevant details including full c.v. should be sent to him at PER, Northampton House, 177 Charles Street, Leicester LE1 1LA by 14th August.

PER

Management Selection Division

AREA MANAGERS PART-TIME

- * 2-3 days every week.
- * Work for us on behalf of our clients:



- * Manage your own team of merchandisers calling on shops in your area.
- * Represent and sell our products in Superstores and Cash & Carry.
- * Good rates of pay plus expenses.
- * Excellent training given.

If you have use of a car, are between 25-40, minimum 5'0" high, and have a friendly outgoing personality, then please contact Gillian Eustice at Cosmole Eustice Limited, Wallingford House, High Street, Wallingford, Oxon OX10 0DZ, Wallingford. (0491) 33333.

Due to expansion we have a vacancy in each of the following areas: Manchester, Birmingham, Northampton, Coventry, Harrow, Cambridge, Cardiff, Exeter, Liverpool, Newcastle-on-Tyne.

WWF WORLD WILDLIFE FUND

The Leading International Conservation Organisation

requires an

ASSISTANT EDUCATION OFFICER

Over the last four years WWF has developed a wide range of educational aids designed to increase the availability of cross curricula materials for environmental education.

These materials have been very well received and are already in use in schools. However we now wish to expand their use by increasing direct links with the teaching profession, colleges of education, teachers resource centres and other networking agencies. We are therefore seeking a new member of the Development Department to take responsibility for this important area of work.

Applicants should have recent teaching experience and involvement in the development of teaching materials and their dissemination, either through in-service work, or ideally experience in the commercial marketing of educational resources. An understanding of, and commitment to the current aims of environmental education will be assumed and the ability to initiate, develop and carry out programmes of work independently is essential.

Salary £10,000 p.a., contributory pension scheme and 4 weeks annual holiday entitlement. WWF is an equal opportunities employer but non smokers preferred. Please apply, with full CV to: Mrs V C Burbridge, Panda House, Godalming, Surrey, GU7 1QU.

ACADEMIC ADVISERS REQUIRED

Somerset University is an independent university founded outside the State system in 1982.

The University offers first and higher degree opportunities to mature students by distance learning.

As part of its programme to gain official recognition additional academic support is sought from appropriately qualified individuals.

For further details please contact the Assistant Registrar:

Somerset University
Independent



Ilminster
Somerset TA19 0BQ
Tel: (04805) 5255

JAPANESE TEACHER

The Wales Japan Club, an organisation representing seven Japanese companies in South Wales wishes to appoint a qualified person to teach Japanese to Japanese children aged 6 to 15 years.

The focus of teaching will be a Saturday morning school. The person appointed will be expected to have completed written and spoken fluency in the Japanese. In addition, an intimate knowledge and practical experience of the current Japanese educational system is essential.

The person appointed must be prepared to live in South Wales. Hours of work will be 39 hours per week, but the teacher must be available to advise and assist parents and children outside these normal working hours. An attractive salary will be offered to suitable applicants.

Apply in confidence to: Mr Alun Jones, Public Relations and Industrial Relations Executive, Sony (U.K.) Limited, Kingsway, Bridgend Industrial Estate, Bridgend, Mid Glamorgan CF31 3YH.

(00271)

Examiners

NORTHERN EXAMINING ASSOCIATION

GCSE

Re-advertisement
CHIEF EXAMINERS IN PHYSICS SYLLABUS B (UNIFIED APPROACH)

Applications are invited for three Chief Examiner appointments in GCSE Physics syllabus B.

The first examination in this subject will be in 1988.

Applicants should be under 60 with five recent years' teaching experience and at least three years' examining experience, preferably at a senior level.

Further details and application forms may be obtained from NEA Examiner Appointments, Joint Matriculation Board, Manchester M15 6EU. Previous applicants need not re-apply.

Closing date for applications: 8 August 1986. (14659) 660000

NORTHERN EXAMINING ASSOCIATION

GCSE

Re-advertisement
CHIEF EXAMINERS IN PSYCHOLOGY

Applications are invited for two Chief Examiner appointments in GCSE Psychology.

There will be a Joint O-level/GCSE examination in the GCSE syllabus in 1987. The first GCSE examination will be in 1988.

Applicants should be under 60 with five recent years' teaching experience and at least three years' examining experience, preferably at a senior level.

Further details and application forms may be obtained from NEA Examiner Appointments, Joint Matriculation Board, Manchester M15 6EU. Previous applicants need not re-apply.

Closing date for applications: 8 August 1986. (14659) 660000

GCSE REVISERS

The Northern Examining Association invites applications for appointment as Reviser, to scrutinise draft question papers for the 1987 and 1988 examinations. The 1987 draft papers, on GCSE syllabuses being made available one year early as Joint O-level/CSE examinations, are to be considered in the autumn of 1986. The 1988 draft papers are to be considered in the spring or summer of 1987.

Applicants should normally be under 60, with five recent years' teaching experience and at least three years' experience as a senior examiner or as a reviser (or similar appointment).

There are vacancies in the following subjects, all of which will be examined in 1987.

Accounting	Italian
Animal and Plant Husbandry	Land Surveying
Archaeology	Latin Syllabus B
Building Studies	Law in Society (Rights and Duties)
Commerce	Marine Navigation
Computer Studies	Motor Vehicle Engineering
Control Technology	Office Studies
Craft and Design: Metal	Physical Education
Craft and Design: Wood	Politics and Government
Drama Syllabuses A and B	Psychology
Economics	Religious Studies
Electronics	Syllabuses A & B: three appointments
European Studies	Rural Science
Food Studies	Russian
Geography Syllabuses C and D	Science, Technology and Society
History (Local History)	Social Science
History and Appreciation of Art and Design	Sociology
Home Economics: Child Care and Development	Statistics
Home Economics: Textiles	Textile Studies
Horticulture (Plant Studies)	Typewriting
Industry and Society	Welfare and Society
Information Technology	
Syllabuses A and B	

Reviser posts for syllabuses to be examined for the first time in 1988 will be advertised later.

Further details and application forms may be obtained from:

NEA Examiner Appointments
Joint Matriculation Board
Manchester M15 6EU.

Closing date for applications: 15 August 1986.



SOUTH BEDFORDSHIRE DISTRICT COUNCIL
Development and Works Executive
DUNSTABLE PARK RECREATION CENTRE

FITNESS CENTRE INSTRUCTORS

Scale 2/3 £5,560 - £8,766 p.a. plus 18.3% enhancement for

a new Fitness Centre furnished with a complete range of Nielsen Universal equipment.

The successful applicants will be responsible for the instruction, supervision, and assessment of performance schedules, together with the full promotion of the area.

We are looking for someone with drive, initiative, and personality to work a two week shift rota with expertise in the field of fitness training. Applicants should therefore possess a B.A.W.L.A. Leaders Certificate or similar qualification.

General resettlement allowances and housing accommodation is provided in approved cases.

Application form and job description, together with details of shift pattern, available and returnable to the Personnel and Management Services Officer, Priory House, 33 High Street, South, Dunstable, Beds. LU6 3RZ. Telephone: Dunstable (0882) 903166 Extn. 268.

Closing date: 8th August, 1986.

(00273)

EXAMINERS
continuedNORTHERN
EXAMINING
ASSOCIATION

G.C.S.E.

Re-advertisement

CHIEF MODERATOR IN
OFFICE STUDIES

Applications are invited for a Chief Moderator, responsible for the examination of GCSE Office Studies.

There will be a Joint O-level/GCSE examination on the GCSE syllabus in 1987. The first GCSE examination will be in 1988.

Applicants should be under 60, with five recent years' teaching experience and at least three years' examining/moderating experience, preferably at a senior level.

Further details and application forms may be obtained from NEA Examiners' Appointments, Joint Administration, 100, Manchester Road, Manchester M15 6EU. Previous applications need not re-apply. (15546) 600000

Outdoor Education

SOUTH TYNESIDE

EDUCATION DEPARTMENT

INSTRUCTION (SCALE 1)

EDUCATION CENTRE

Applications for the above

mentioned post, suitable from

1st September 1986, are invited

from suitably qualified

candidates with experience in

the Lake District, being

open all the year round and

running mixed courses for

junior and secondary schools,

with a minimum of 10 years' experience.

Applicants should have

appropriate national qualifications

or extensive experience in

teaching or examining, and

be able to carry out residential

duties.

Application forms and further

information may be obtained

from the Director of Education,

Town Hall, Jarrow, Tyne and Wear NE33 3LE.

Applications should be returned with

a covering letter to the above

address by 14th August 1986.

Newspaper (14973) 600000

CORNWALL

CHURCHTOWN FARM FIELD

STUDIES CENTRE

1986-87, Bodmin, Cornwall

PL30 5BB

RESIDENT HEAD OF CENTRE

Grade 5, 6, 7, 8, 9, 10, 11, 12

£28,154 (remuneration)

An excellent opportunity to

lead a small dedicated team

at the Cornish Society's

international residential

Outdoor Education Centre.

A successful candidate will

have the personality, drive and

experience to provide the care

necessary to make even the

most disabled student to

succeed in a wide range of

challenging situations.

One client came from

throughout the country on

week long courses and cover

the whole spectrum of disabilities.

Accommodation is a two

bedroomed house for which a

modest charge will be made.

For informal discussion contact

David Owens, Deputy

Principal on 02083 973134.

Application form and further

details from the above

address.

Closing date 8th August

1986. (15393) 600000

SCOTLAND

UNIVERSITY OF

EDINBURGH

DEPARTMENT OF

PHYSICAL EDUCATION

INSTRUCTOR

(No advertisement)

Applications are invited for

a full-time instructor (head) at

Edinburgh City School of

Physical Education, 100

George Street, Edinburgh

EH2 1JL. The post is

open to applications from

persons of any race, religion

or ethnic origin. The post

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